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ABSTRACT

A national sample of parents of young children, representing demographic and cultural diversity, participated in a needs assessment study for the development of a television series on effective parenthood. A questionnaire containing 60 forced-choice items and one open-ended question was sent to each subject. Responses from 1,799 parents indicated: (1) the series should emphasize knowledge and skills in humanistic approach to parenthood and to early childhood development; (2) television and accompanied reading materials were the most preferable instructional strategies; and (3) programs concerning realistic situations and experts' opinions were favorable. (SC)

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TELEVISION FOR EFFECTIVE PARENTHOOD

Parenthood Education Needs: A National Assessment Study

Donald L. Coan
Edited by E. E. Gotts

Division of Early Childhood
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Charleston, West Virginia 25325

July 1, 1976

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Parenthood Education Needs: A National Assessment Study

SUMMARY

Purpose of Study

In June of 1975, the United States Office of Education (USOE) awarded a contract to the Appalachia Educational Laboratory (AEL) to perform background research leading to the design, development, production, and eventual broadcast of a television series which would emphasize what prospective parents and parents of young children can do to develop an effective set of child development strategies. The ultimate impact of this series would be seen in terms of the cognitive, affective, and social development of young children, primarily between the ages of 0 and 5. The purpose of this needs assessment study was to provide direction to the creation of this television series by (1) assisting in the formulation of the series' educational goals and educational content, and (2) by suggesting instructional strategies and production format possibilities. This study was designed to address three specific questions: (1) What do parents need to know or be able to do to become more effective at parenting? (2) What instructional approaches to parenthood education would be most appealing to parents engaged in learning to become better parents? (3) What types of television presentation formats would be most effective in stimulating and maintaining parents' involvement in effective parenthood education? The findings in the study were presented and organized directly in relation to these questions.

Methodology

A national sample consisting of 1,799 parents of young children responded to a school-distributed needs assessment survey questionnaire. A three-stage purposive sampling design was employed to select the sample. In the first stage of the design, one state in each of the ten USOE Regions was selected to achieve

national regional representation within the parent sample population. The second stage involved the identification and selection of three elementary schools to serve as sites for sampling parents in the local community. The schools were selected according to the racial, ethnic, and social class composition of pupils in the schools, and to the family income level and population size of the local community, as determined from the U.S. Census Bureau data (1970) and information supplied by school principals. In the final stage of the sampling design, classrooms at the kindergarten and first grade levels in each participating elementary school were chosen to function as units for distributing questionnaires to parents. Cooperation from school principals and teachers during the data collection phase of the study was very high at most schools, although the highest estimate of the overall questionnaire return rate did not exceed 60 percent. Follow-up questionnaires to principals determined, however, that respondents to the needs assessment survey were similar to nonrespondents on important demographic characteristics. The findings in this study were therefore judged to be sufficiently generalizable on a national basis to parents of young children, with at least one child in the lower elementary school grades, but not generalizable to specific subsets of parents classified by demographic factors. The cultural diversity of the nation's population of younger parents was reflected in the sample in terms of racial-ethnic origin, income level, family composition, community size, and regional geographic location.

Extensive reviews of literature on parent education, parent training, infant and preschool development, family clinical services, as well as consultation with experts formed the basis of constructing a 60-item questionnaire designed to assess parents' needs and preferences for parenthood education. Several techniques were employed to maximize comprehensibility of item content and minimize respondent burden. The questionnaire contained three different groups

of items: (1) Items important to the parenting task, (2) Items referring to different instructional approaches to parenthood education, and (3) Items assessing different television production formats. The first group of items was factor analyzed and then formed into six separate measurement scales named as follows: Family Care, Child Growth and Development, Child Management, Parent Self, Treating Your Child Like a Person, and Baby Care. Item analysis, content analysis of parents' responses to one open-ended questionnaire item, and descriptive analysis of the six parenthood factor-scales were the primary methods of data analysis used in the study.

Results

Based on the analysis of factor scales, parents emphasized needs for developing a "love with discipline" parenting strategy, and needs for increased understanding of the psychological, physical, and perceptual-motor development of the child. The two highest ranked factors were Treating Your Child Like a Person and Child Growth and Development. A moderate level of need for improving family health care practices with an emphasis on diagnosing children who are hurt, sick, or not growing as expected was also found. Child Management and Baby Care factors were ranked lowest among the six areas of parenting needs. Item content on these two factors focused on tasks of parenting very young children (i.e., not of school age) and seemed more applicable to a younger, less experienced parent population than was sampled in this study. To test the possibility that the factor of parental experience could explain relatively low priorities on Child Management and Baby Care needs, questionnaire data were gathered from an independent sample of parents with only preschool children. However, the need priorities within this parent group were identical to those of the original national sample.

Content analysis of open-ended parent responses revealed areas of need not adequately tapped by standard items on the questionnaire. Included among these areas of need were: learning how to develop productive home-school relationships; developing effective parenting strategies leading to increased personal and social competence of children; learning to interpret critical family events (e.g., divorce, death) for the child, and to respond to sensitive questions (e.g. sex, religion) children ask; learning how to cope with normal and extraordinary parenthood stresses; learning how to help children with special problems, and improving marriage, sibling, and total family relationships.

As educational strategies, parents expressed strong preferences for reading books or magazines and watching a television series. This finding confirmed prevailing assumptions about the suitability of television and written support material for delivering parenthood education instruction. Approaches which were much less appealing to parents were: "Playing games that teach me to be a better parent," "Hearing a special radio series," "Listening to records or tapes," and "Having a person visit my home and talk to me each week." The last item mentioned was rejected by an overwhelming majority of the sample.

Information was sought from parents to determine the most appealing program formats for television (or radio) presentations. Results indicated strong preferences for a documentary format; however, parents responded quite favorably to all production strategies assessed.

A secondary question pursued in this study was whether different subsets of parents showed significantly different needs or preferences. Results revealed no evidence that would support development of particular programs or production strategies for different parent audiences classified by race, income, ethnic background, and family composition on the basis of content.

Conclusions

A television series on effective parenting, geared to the needs and preferences of parents in the areas of skills/knowledge, instructional strategies, and program formats should probably focus on parents as persons, children as unique individuals, and the interpersonal relationships between children and parents around vital (real-life) problem areas or issues in which conflict and tension may be present. Parents expressed needs for promoting the psychological and physical well-being of their children in the most humane way possible by using parenting practices which have a sound information base and which can be demonstrably proven as effective. Findings in this study strongly suggested the use and acceptability of the television medium with a variety of production formats, accompanied by written support materials, as the most effective means of parenthood education for parents of young children. Initially, programs in the television series should try to reach the general "young children" parent population until more extensive study is made of the needs and preferences of parent audiences with special characteristics.

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TELEVISION FOR EFFECTIVE PARENTHOOD

Donald L. Coan

Parenthood Education Needs: A National Assessment Study

PART I: INTRODUCTION

Background

The Division of Early Childhood of the Appalachia Educational Laboratory (AEL) was awarded a contract (1975-1976) by the U.S. Office of Education to produce the design and prototype for a new television series on "Effective Parenthood." The U.S. Commissioner of Education has established effective early childhood education as a priority, and as a component of this effort seeks to support the development of a new television series which will emphasize what parents and prospective parents can do to develop an effective set of child development strategies, and thereby assist in the cognitive affective, and social development of their very young children. The series is to cover a wide range of approaches to parenthood education, responding to the general question, "What does one need to know and be able to do, to be an effective parent?"

During 1975, AEL's Television for Effective Parenthood (TEP) project engaged in pre-production developmental activities leading toward the effective use of television for delivery of this series of programs to new and/or prospective parents. These activities were aimed at developing a set of general goals upon which to base a television series, and developing a set of production strategies for attracting and holding the attention of the target audience. One such development activity involved surveying the literature

and evaluating existing television and/or film materials on effective child development practices during the early pre-school years. The results of this investigation are presented in a report to the U.S. Office of Education (Lawhon and Dankert, 1975). A second activity, and the focus of this report, was an assessment of the needs and desires for parenthood education of a national sample of parents of young children. The assessment study was undertaken because it was believed or assumed that: (1) parents do have needs and can report what they are; (2) parents should have the right to influence the development of a television series aimed at their parenting needs; (3) the final television series product should faithfully reflect the educational needs and stylistic preferences of parents in the target audience; (4) an entertaining television series that is educational in nature could lead to improved parenting skills; (5) the existing knowledge base for developing both educational and entertaining programs on parenthood was inadequate; and finally, a "successful" television series could not be produced without more in-depth understanding of parenthood education needs and concerns.

Beginning in Nobember, 1975, TEP began gathering needs assessment data by mail survey from a national sample of parents of young children. Preliminary survey results were reported in early December, 1975 and in late February, 1976 to a national committee, known as the Curriculum/Goals Committee. This Committee is composed of ten members who were selected to represent the points of view of early childhood education and of parents of young children from varying social, economic and racial-ethnic backgrounds. As to its functions, the Committee was established to review all results of the preproduction developmental activities (including the literature survey of existing television and film media) and make recommendations for the series' goals and production format possibilities together with rationale. Based on

recommendations of the Curriculum/Goals Committee, TEP Project Staff and production personnel began the process, which would continue at least through June, 1976, of creating experimental and prototypical TV programs and generating a series of program treatments for 40 possible shows in the television series. During this period, the needs assessment study was progressing toward completion until the final set of data returns was received in early June, 1976.

Purposes of This Report

This report will make known the final results of a study of the needs and desires for parenthood education, based on the responses of a large national sample of parents of young children to a mail survey. Specifically, the report seeks to address the following questions: (1) What do parents need to know or be able to do to become more effective at parenting? (2) By what modes of "teaching" do parents prefer to learn more about parenting? and (3) If home television were used as the primary vehicle for delivering a series of parenthood education programs, what types of program formats would be most appealing (enjoyable and attention holding) to parents?

Organization of the Report

The "Introduction" part of this report is followed by a portion entitled "Methodology." That portion describes the survey sampling procedures, the procedures for data collection, the survey instrument used to gather "needs" data, data analysis procedures, and the characteristics of the national sample. The methodology portion will not only show how the results of this study were obtained, but also sets forth delimitations which the reader should bear in mind before examining the study's findings. The next portion of the report,

"Results," presents the major findings of the study and is organized according to the specific questions posed above. These questions will be discussed in more detail and the empirical results will then be related to them. The report presents conclusions from the results of the study and discussing their implications for creating a parenthood education television series for the nation's parents of young children.

PART II: METHODOLOGY

Sampling Objectives and Procedures

This study aimed at identifying the needs and preferences for parent education among a national sample of parents of young children. Guiding the sampling process was the rationale that planning a television series to produce positive impacts nationwide on parents of young children (and prospective parents) must take into consideration the concerns and desires of a substantial number as well as a broad spectrum of members in the target audience population. Naturally, this sampling task was to be accomplished in the most cost effective, efficient, timely, and effective (in terms of return rate) way possible. The sample selected for this study was intended to reflect, but not necessarily to represent proportionally, the cultural diversity of the nation's young parent population in terms of regional, racial-ethnic, and socio-economic characteristics.

A three-stage purposive sampling design was employed to identify a sample group of parents of young children to serve as potential respondents to a needs assessment questionnaire. In the first stage of the sampling design, ten states were selected to achieve, as far as possible, national regional representation within the sample. The second stage involved the selection/identification of three elementary schools to serve as sites for

sampling parents in the local community. In the final stage of the sampling design, grade levels or classrooms of pupils in each elementary school were chosen to function as units for distributing the questionnaire to parents of children in these units. The specific procedures that were used in each stage of the sampling design will be described more fully.

Stage I - Sampling States

The first step in the sampling procedure was to identify a list of ten states. In order to achieve national geographical distribution of the parent sample, one state in each of the ten U.S.O.E. regions was identified by means of a combination of random and judgmental selection procedures. The states within each of the ten U.S.O.E. regions were identified and numbered alphabetically within each region. A table of random numbers was used for the initial selection of states. These states were marked on a map so that a visual inspection of actual geographical distribution could be determined. Three selections were altered to obtain a better distribution, as well as for product diffusion purposes. Specifically, Alabama rather than North Carolina was selected since Alabama was judged to be more representative of the deep south; Texas rather than Arkansas was chosen because of its high concentration of Spanish-speaking families; and California rather than Arizona since that state is more representative of the far west and also since certain state education agency staff in California have expressed considerable interest in early childhood education programs. The states selected according to these procedures by U.S.O.E. region were: I-New Hampshire; II-New Jersey; III-Maryland; IV-Alabama; V-Wisconsin; VI-Texas; VII-Iowa; VIII-Wyoming; IX-California; and X-Washington. Following the selection of states, the Director of Dissemination for TEP informed each of the U.S.O.E. Regional Offices of the background and purposes for our needs assessment study and our decision to approach the state education

agencies for the names of representative elementary schools which would be asked to participate in our study. (The letter to each Regional Office is exhibited in Appendix I.)

Stage II - Sampling Schools

The next stage in the sampling process was to identify five schools to serve as potential sampling sites for reaching young families in the local community. (As many as three of these five schools would later be selected for sampling purposes.) This was accomplished by requesting the Commissioner, or State Superintendent, of Education in each of the ten selected states to designate five elementary schools to participate in the study; these schools would come preferably from different school districts such that parents from diverse socio-economic; educational and racial-ethnic levels/categories could potentially be reached. (The letter requesting State School Officers to designate schools may also be found in Appendix II.) In this manner a total of 47 schools were designated in ten states.

Each of the school principals was then contacted by mail and asked for his/her permission to sample parents of children in all kindergarten and first grade classes of the school. Principals who were willing to cooperate in the study returned a brief form which sought to gather information about the racial-ethnic composition and social class level of the school's pupils, and to identify the names of teachers who would become directly involved in the data collection effort. (This letter to the school principals and the information forms are included in Appendix III.) Of 47 school principals whose permission was requested to conduct this study, 38 demonstrated their desire to cooperate by returning the forms.

(Nine schools did not respond.)

The design of the study called for selecting no more than three schools to serve as sampling sites in one state in each of the USOE regions. This selection was made on the basis of extensive information obtained from school principals and from the U.S. Census Bureau Data (1970) including the potential size of the parent sample, the racial-ethnic and social class composition of pupils in the schools, family income level of the community, and the size of the local community population. The final selection of schools was intended to yield a parent sample that would be widely distributed across racial-ethnic lines, educational and income levels, and rural and urban geographical areas. These criteria were systematically employed in the selection of schools in six of the ten states.

The process of designating schools and communicating with school principals regarding their possible participation in the study took much longer than expected. Because data collection had to proceed as rapidly as possible, questionnaires were mailed to the first three schools which agreed to serve as sampling sites in the remaining four states. Not enough time was available to permit extensive efforts to get cooperation from already designated schools or to identify additional schools for selection purposes. Of 38 possible schools, 28 were chosen from ten states and no more than three schools were included from a given state in the final selection. After questionnaires were mailed to one school, procedural difficulties in obtaining approval from the Research and Evaluation Office of the school district led to substituting another school in that state.

Stage III - Sampling Classrooms

All kindergarten and first grade class levels or grades in all 28 cooperating schools were chosen as units for distributing questionnaires to parents. Sampling from these grade levels would assure that parents of children within the age range of 5-7 would be included in the final sample as well as parents of younger (sibling) children. An estimated 186 classrooms of kindergarten and first grade pupils were used to reach the parent sample. The number of pupils in these classrooms provided an estimate of the number of parents who would receive questionnaires, by means of procedures to be described.

Data Collection Procedures

Boxes containing questionnaires and instructions for distribution were mailed to the principals of all 28 cooperating schools. Data collection procedures would depend on teachers in all kindergarten and first grades of the schools to distribute the questionnaires to their pupils, who in turn would carry them home, and then return them to their classroom teachers. The school principal would then mail all the returns to AEL in the original mailing box with a prepaid postage label. A telephone contact with each school principal was made to explain the purposes of the study in greater depth and to heighten his/her involvement so that our sampling objectives could be achieved. Another contact was usually made to monitor and hasten data collection, especially in far distant schools. A total of 186 teachers and over 4500 pupils were involved in the data collection process during the period beginning November 11, 1975, and ending April 20, 1976. The final set of questionnaire returns was received on June 2, 1976. Questionnaires were received from 27 of the 28 schools. (It could not be

determined from one school whether sampling of parents had actually taken place.) As soon as questionnaires were received from a school and the data analyzed, a brief statistical report of parents' responses to the questionnaire was prepared and sent to the school principal. (See Appendix IV for an example of such a report.) With the sending of this report a request was made of principals and cooperating teachers to complete brief questionnaire forms which were designed to assess how effectively the data collection procedures were carried out (i.e., what problems there were), and to obtain further information about the characteristics of the parent sample which returned completed questionnaires to the school. Forms were returned from 85% of the principals and 81% of the teachers. (These forms are included in Appendix V.)

The information gathered from principals and teachers revealed a substantial amount of effort, care, and even ingenuity in distributing and collecting questionnaires. Certain problems, which will be mentioned, were also encountered.

Almost all teachers (91.4%) reported no major difficulties in distributing questionnaires to reach parents. The following problems were, however, cited: distribution was delayed in one school for several days due to severe floods in the local area; the questionnaires arrived late at one school and distribution was forced to occur the day before the school vacation, which caused delayed collection of returns--this in turn, probably explained the modest return rate from the school; some pupils did not return directly home after school hours and went to places for "baby sitting" where a small number of questionnaires were probably left; one teacher was absent for five days and did not return many forms from her classroom. The effect of these unforeseen circumstances lowered the response rate to the overall study by as much as 10 percent, as will later be discussed in greater detail.

Getting questionnaires returned from parents posed a much greater challenge and required even more effort. A comment from one principal summarized the general problem, "As I suspected, getting them back was a hassle, but getting responses (from parents) is always difficult." Eighty-five percent of the teachers described at least one technique which they used to induce pupils to carry out their "assignment." Many techniques mentioned were: reminders (very frequently mentioned), telling pupils how important it was for parents to get the survey and answer the questions (very frequently mentioned), rewarding children with a "treat" (e.g. Snoopy stickers, lollipops, jelly beans) if they returned questionnaires (frequently mentioned), explaining to pupils what a "questionnaire" meant, telling pupils that parents would give information to be used for television, writing the date for returning the questionnaires at the top of the cover letter to parents, sending home special notes from the teacher or cover letters from the principal endorsing the study and/or reminding parents to return questionnaires, having pupils ask parents for a money reward if they returned questionnaires, pinning notes to each child for parents to read, morning announcements from the principal's office over the PA system, telephone calls to parents, and posting name tags on the bulletin board of pupils who returned questionnaires.

Several principals and teachers cited more general problems which they felt hindered getting parent responses: the length of the questionnaire (4 pages), suspicions or antagonisms voiced from parents concerning the role of the government in this project and the identity of AEL, general parent apathy, problems in reading and understanding how to complete the questionnaire, competition with other survey studies and school notices to be returned, and poor timing of distribution (e.g. around Christmas Holidays at some schools).

Principals were asked to react to their school's return rate which was provided on the post-data gathering questionnaire. Eighty percent of the principals reported that response rates were "about average" for that school, given the procedures which were used; only 13 percent reported "below average" and 7 percent reported "above average" return rates. This issue of response rate will later be considered in the context of assessing the validity of this study's findings.

Sampling Results

The results of implementing the survey sampling design and data collection procedures which have been described are summarized in Table 1. This table reports the distribution of questionnaire returns by sample states and groups of cooperating schools within sample states.

It is clearly seen that the parent sample is widely distributed across geographical regions of the nation, although there are considerable differences ranging from 3.2% to 18.9% in the relative proportions contributed by individual states. They are also the result of different classroom sizes and different numbers of participating schools across states, leading to considerable variation in the size of the parent target group available.

TABLE 1

Summary of Sampling Design and Selected Results

Stage I	Stage II		Stage III	Sampling Results		
U.S.O.E. Region (State)	Designated Schools	Cooperating Schools	Number of Classrooms*	Size of Parent Target**	Number of Useable Returns	Freq. of Return Relative to Total (%)
I (New Hampshire)	5	3	28	524	207	11.5
II (New Jersey)	5	1	10	255	76	4.2
III (Maryland)	5	3	20	336	122	6.8
IV (Alabama)	5	3	17	354	159	8.8
V (Wisconsin)	5	3	13	377	173	9.6
VI (Texas)	5	3	18	620	205	11.4
VII (Iowa)	3	3	19	431	243	13.5
VIII (Wyoming)	5	3	22	597	217	12.1
IX (California)	5	2	16	388	57	3.2
X (Washington)	4	3	23	603	340	18.9
TOTAL	47	27	186	4485	1799	100.0

* Estimated from the number of teachers who assisted in distributing and collecting questionnaires.

** Estimated from the number of pupils in the sample classrooms.

Instrumentation

A 60 item questionnaire, "Learning to Be A Better Parent" was developed to ascertain the needs and preferences of parents with young children. The type of information ultimately sought through this questionnaire is what parents desire from a television or other series focusing on parenting skills in the way of program content, modes of delivery, (i.e., types of media) and styles of media presentation (i.e. program format). The information from the questionnaire was intended, therefore, to serve formative evaluation needs for the TEP project rather than to advance basic research on parenthood.

The general strategy for instrument construction was to select potential item content from areas reflecting what parents need to know or to be able to do to be more effective in the parental role. Guidance for content selection came from separate literatures on parent education, parent training, infant and preschool development, and family clinical services, as well as from expert opinion.

After the appropriate literature was reviewed, topics were abstracted for a preliminary list of potential item contents. The intent of this abstracting operation was to make the list as comprehensive as possible, and to avoid eliminating any material on the basis of the abstractor's judgment alone. The complete list formed a three-level outline, with 132 item-level topics under superordinate descriptors. The list of 132 topics was obviously too long to be converted into a questionnaire of reasonable length (i.e., one that is not burdensome to parent respondents). A procedure was then developed to compress and refine this list of topics, and then communicate the resulting content to parents in an effective way. The list was first distributed to members of a review panel, who rated the importance of the listed needs and even suggested additional ones that fit into the same content domain. Topics were then combined, whenever possible, to form a new, more comprehensive topic.

Those that had received low ratings from the reviewing panel and could not be incorporated in the combined topics were discarded. The original list of 132 topics was reduced to 44 topics, divided into eight categories. Each of these topics served as a basis for an item to be included in the instrument.

The major item construction task was to adjust the comprehension level to the intended parent recipients, while avoiding loss of category meaning. One technique used to retain meaning, while simplifying language, was to include qualifying remarks in parentheses after the basic items. Items were drafted and reviewed by a panel with regard to simplicity of wording and to their fidelity to the original topics from which they were derived.

A ninth category of questions was added, dealing with media and modes of presentation rather than with content. An open-ended question section ("Other Ideas") was added to the original topics also, and was carried over as the tenth section after addition of the media and modes category.

The questionnaire was subsequently reviewed by AEL's Protection of Human Subjects Committee, to determine whether it conformed to AEL's standards. The instrument was approved, but additional minor changes in wording were suggested. These changes were cleared with the original editing group and incorporated into the final draft of the questionnaire.

Four outside consultants assisted in the preparation of a Spanish version of the needs assessment instrument and cover letter to parents. (See Appendix VI for both English and Spanish forms of the needs assessment device with cover letters.)

The instrument used in this study is divided into ten major sections. Sections I-VIII consist of 44 items reflecting parent concerns, needs, and skills. These items were intended to provide information for developing the goals and objectives, and content for a television series on effective parent-

hood. Section IX of the instrument consists of a list of possible media delivery modes of parenthood education programs. The purpose of these items was to determine what other modes, besides television, might also be potentially effective for the target population. Section IX also asks parents about their preferences for media presentation formats, if programs on parenting were presented by means of television, radio, or film. In Section I-IX of the instrument, parents are asked to indicate their level of need or preference for each item according to a three response option format. The last section of the instrument is a single free-response item permitting parents to identify any additional needs or concerns.

With the development of the instrument completed, a Forms Clearance package was prepared and submitted to the USOE Forms Clearance Officer in early August (1975) for approval by the Office of Management and Budget. Official notice of final approval was received on October 17, 1975. By this date, some schools had already been identified and selected for sampling. The needs assessment evaluation study was initiated with the mailing of questionnaires to these schools on November 11, 1975, and as noted earlier, the final set of questionnaire returns was received on June 2, 1976.

In order to evaluate implementation aspects of the sampling and data collection procedures and to assess how well sampling objectives were achieved, brief questionnaire forms were developed and sent to teachers and principals after collection of data was completed (see Appendix V for the teacher-principal forms).

Data Preparation and Analysis

All questionnaires returned to AEL were examined and screened before being coded. Decisions were made concerning which questionnaire returns would be considered valid (or invalid) before being included in the sample for analysis purposes. Three criteria were used to guide the decision process. First, forms on which less than one-third of the items (i.e., 20 items) was answered were judged to lack sufficient degree of attention or commitment by the respondent and therefore, were not included in the final sample. Second, in a small number of cases, two parents in the same family responded to the questionnaire. (This undoubtedly occurred because these families had more than one child who brought home questionnaires from school.) If responses from both parents were identical, only one of the questionnaires was considered a valid return; in this way redundancy and therefore possible "inflation" in the results was avoided. The third decision rule used to screen questionnaires was to eliminate questionnaires with identical responses to all items (e.g. all "1's," "2's," or "3's") only if a written expression by the respondent showed antagonism or hostility toward the questionnaire or intent of the study.

Valid returns were then coded on an IBM System/360 Basic Assembler Long Coding Form by secretarial staff and sent to local professional services for keypunching.

Data analysis was carried out primarily by "canned" computer programs from the Statistical Package for the Social Sciences (SPSS) at a remote batch terminal on the campus of West Virginia State College at Institute, West Virginia. This terminal is tied to the IBM 360/75 Large Scale Electronic Digital Computer at the West Virginia University Computer Center in Morgantown, West Virginia.

Data reduction methods were used to compress the 44 items in Sections I-VIII measuring parent needs/skills into a smaller number of comprehensive measures, or factors. This was accomplished by means of a factor analysis using a varimax rotation procedure which yielded six orthogonal factors named as follows: Family Care (I), Child Growth and Development (II), Child Management (III), Parent Self (IV), Treating Your Child Like a Person (V), and Baby Care (VI). Two of the 44 items which were factor analyzed had factor loadings below .40 and were therefore not considered empirically strong enough to be included in any factor. Three items which had loadings above .40 on two separate factors were finally placed in the factor on which they loaded highest. These six factors, their item composition and item-factor loadings may be reviewed in Appendix VII. A strikingly similar pattern is found to exist between the item groupings (i.e., Sections) on the questionnaire and the item composition of the factors. In effect, the factor analysis appeared to have verified the integrity of the conceptual categories used in organizing different sets of questionnaire items.

Measurement scales were constructed from these factors by differentially weighting each component item on a factor according to its factor-score coefficient. The resultant scores were then added across all items to yield a single measure for each of the six factors. Considerable use will be made of these factor scales in reporting the results of this study.

Description of the Sample

The results of this study are based on a sample of 1,799 parents. A description of this sample will be made primarily in terms of selected family and local community characteristics. Both indirect and direct methods were used to obtain descriptive information on the families who responded to the

survey. As indirect methods, the U.S. Census Bureau data (1970) and school principals were used as sources of demographic information on family income, racial-ethnic, and population characteristics of the communities from which the parent sample was drawn. The direct method was to ask parents to supply information on the survey form only about the number and ages of children in the family and not about their personal characteristics (e.g. sex, education, race, ethnicity, etc.). Our strategy was to project a very high (i.e., at least 80%) questionnaire return rate through establishing close cooperation with school personnel who would act as powerful influences on parents to return questionnaires. A high return rate would then permit valid inferences about subsets of parents within the sample by using classification variables from indirect data sources. Increasing the length of the questionnaire by adding items, especially ones of a sensitive nature, would likely have increased respondent burden as well as resistance, and thereby have prevented reaching the desired return rate.

In Table 2, the sample is described in relation to the size of the community (i.e. town/city) population.

TABLE 2

Parent Sample as Related to Size of Community Population

	Size of Population					
	Below 2,500	Between 2,501-10,000	Between 10,001-50,000	Between 50,001-100,000	Above 100,000	Total
Number of Schools	4	4	9	4	6	27
Number of Parents	371	286	503	376	263	1799
Percent of Total Parent Sample	20.6	15.9	28.0	20.9	14.6	100.0

The figures show that parents were sampled from very large cities (i.e., above 100,000) as well as from very small communities (i.e. below 2,500). Significant numbers of parents (634) and a substantial proproation (35.2%) of the total sample come from population areas which differ greatly in size. Most important is the fact that respondents are fairly evenly distributed across different levels of community size.

Table 3 below shows how the sample is distributed among four levels of median family income of the local county. That sample parents are drawn from wide-ranging economic conditions is clearly demonstrated.

TABLE 3

Parent Sample as Related to Local County Median Family Income

	Below $6,000	Between $6,001-$8,000	Between $8,001-$10,000	Between $10,001-$12,000	Above $12,000	Total
umber of chools	3	3	11	7	3	27
umber of arents	162	161	716	652	108	1799
ercent of otal Parent ample	9.0	8.9	39.8	36.2	6.0	100.0

While most parents were drawn from the vast middle-income range (i.e., between $6,001 and $12,000), it can be seen that the sample includes parents from relatively poor (i.e., below $6,000) as well as relatively affluent (i.e., above $12,000) communities.

Sample schools were selected in part on the basis of their minority group composition--the percentage of Black, Spanish, Oriental, or Native American pupils in the school. The results of the selection process are reported in Table 4, which describes the sample in terms of the concentration of minorities within sample schools.

TABLE 4

Parent Sample as Related to School Minority Group Composition

	Minority Group Composition (%)						
	0%	1-5	6-24	25-49	50-75	Over 75	Total
Number of Schools	5	8	8	3	1	2	27
Number of Parents	109	814	318	379	90	89	1799
Percent of Total Parent Sample	6.1	45.2	17.7	21.1	5.0	4.9	100.0

A relatively small percentage of the parents, in five of the 27 schools sampled, have children attending all-white schools where English is predominantly spoken as the native language. Nearly one-half of the sample (45.2%) schools has a moderate concentration of minorities (1-5%). Almost ten percent of the sample was drawn from three schools of 50 percent or greater minority concentration; parents sampled from these schools were either predominantly Spanish-speaking or Black majority, and in one school, 95 percent Black. In summary, school settings appear to be racially and ethnically diverse, ranging from all white to nearly all Black, and from all English speaking to almost all Spanish speaking.

In Table 5, the sample is described in terms of the total number of children in the family.

TABLE 5

Parent Sample as Related to Number of Children Per Family

Number of Children	Number of Families	Relative Frequency (%)
1	378	22.3
2	621	36.8
3	383	22.7
4	175	10.4
More Than 4	132	7.8
Total	1689*	100.0

Most families (36.8%) have two children and nearly one out of four families (22.3%) has a single child of school age.

Differences in the amount of parenting experience in the sample may be inferred from Table 5. The portion of the sample (i.e., 18.2%) with four or more children have much more experience as parents than parents with only one or two children. The difference in amount of parenting experience probably relates both to the absolute numbers of children in the family and to the number of years of actual parenting. While a positive relationship probably exists between family size, as measured by number of children, and number of years of parenting, as measured by the age of the oldest child in the family, these two measures are not the same. It is possible that important qualitative differences in parenting, and therefore in parenting needs, exist among families with different numbers of children.

*Missing and uninterpretable data account for this sample size figure being less than 1799.

Table 6 is intended to show the distribution of children under six years old among sample families.

TABLE 6

Parent Sample as Related to Number of Children (Ages 0-5) Per Family

Number of Children (0-5)	Number of Families	Relative Frequency (%)
0	690	40.4
1	694	40.7
2	259	15.2
3	57	3.3
4	7	0.4
Total	1707*	100.0

Families with children from ages 0-5 are considered a primary target group for the parenthood television series, and therefore should be described in their own right. A majority of parents (59.6%) in the sample have children under six; although many of these parents may also have children six and over. (Although not shown in Table 6, 208 sample families have all their children under 6 years old.) By virtue of sampling all families from elementary schools, this majority parent group has at least one child in kindergarten and/or possibly first grade. Less than half (40.4%) of the parent sample has children six years old and above, including teen-aged children. The data contained in Tables 5 and 6 suggest that sample families vary greatly in terms of both quantity and quality of parenting experience as indicated by differences in (1) the number of children in the family (i.e., family

*Missing data account for this sample size figure being less than 1799.

size), (2) the age of the oldest child and (3) the age variability among children in the family.

The use of primarily indirect methods for obtaining demographic information meant that the parent sample could not be directly assessed or classified on such variables as race, ethnicity, education, sex, and income. Parents responding to the questionnaire from a particular school may or may not reflect the composition of that school or community depending on the questionnaire rate of return and the accuracy of information about the school or community gathered from indirect data sources. Although precise proportional representation of different subsets of parents on demographic variables, such as those just listed, was not a sampling objective, the results of the study may be seriously misleading if characteristics of the effective sample do not reasonably match those of the sample population. It is possible that the returns from a particular school or from all schools combined may grossly overrepresent or underrepresent certain types of parents if self-selection factors associated with returning school surveys were systematically operating. In view of the sampling strategy and procedures employed in the study, how safe is it to generalize empirical results to the nation's population of parents of young children? This issue of external validity will be considered further in reference to the matter of questionnaire return rates and to information supplied by school principals and teachers on the follow-up questionnaire.

The information presented in Table 7 shows that response/return rates may be estimated as a function of the total number of questionnaires returned to AEL, and of a subset of those returns judged to be valid responses, in relation to the total number of questionnaires distributed to schools, and to a subset of those questionnaires which eventually reached the target sample.

TABLE 7

Estimates of Survey Response/Return Rate

Method of Estimating Rates		Estimate Based on
1. Surveys returned = 2,228 / Surveys mailed to schools = 4,485	= 49.6%	Returns
2. Surveys mailed to schools = 4,485 / Surveys received by parents = 3,764-4,098*	= 54.3-59.2%	Returns
3. Usable surveys = 1,799 / Surveys mailed to schools = 4,485*	= 40.1%	Responses
4. Usable surveys = 1,799 / Surveys received by parents = 3,764=4,098*	= 43.8-47.8%	Responses

*Estimates based on pupil absentee rates and surveys lost, discarded, or otherwise not taken home by pupils in the judgment of classroom teachers.

Estimates vary almost 20%, from 40.1% to 59.2%. All estimates, however, fall considerably below the 80 percent effective rate, as projected in our sampling strategy. More importantly, the degree of cultural diversity attained within the effective sample may possibly have been attenuated by selection factors influencing questionnaire returns. Because sampling a broad cultural mix of parents of young children was a critical objective, school principals were asked to scan a list of a 50 percent random sample of parents who identified themselves by name on the questionnaire, and to judge how representative those parents were of the income, educational level, social class, ethnic and racial background characteristics of the parent sample population from the school. Summarizing the results briefly, most principals reported that parents who responded to the questionnaire were not different from non-responding parents

on any of these demographic characteristics with the exception of race. Minority group Blacks and Orientals may then be under- or overrepresented from individual sample schools. But across all sample schools, most of which have at least a few Black children and two schools of which have substantial numbers of Black children, it would be highly unlikely that the sample does not include Black parents, and adequate numbers of them.

The foregoing discussion provides supporting evidence for the conclusion that despite just an "average" sample response rate overall, results of the study on the needs and preferences for parenting education can be reasonably generalized to parents of young children on a national level with regard to demographic factors, but that generalizing results to specific subsets of parents in the target audience would be very tenuous, owing to indirect methodology for obtaining sample descriptive data. However, if non-respondent parents differ from respondent parents in other ways (e.g., alienation, apathy, community involvement, motivation) not estimated or corrected for by the study, the results might be generalizable only to parents who typically complete and return questionnaires sent them through public channels.

PART III: RESULTS

Three questions concerning the parenthood education needs and preferences of parents in the sample, as previously described, will be examined in this portion of the report: (1) What do parents need to know or be able to do to become more effective at parenting? (2) By what modes of "teaching" do parents prefer to learn more about parenting? and (3) If home television were used as the primary vehicle for delivering a series of parenthood education programs, what types of program formats would be most appealing (enjoyable and attention holding)? Findings related to a secondary question will also be examined: Do different subsets of parents have distinct needs and preferences for parenthood television programs, instructional modes, and program formats? The manner of reporting results in the study will be first to discuss briefly the nature and intent of the three primary questions as stated above, and then to present related findings based on analysis of the questionnaire data.

Parenting Skill Needs

What do parents need to know or be able to do to become more effective at parenting? The intent of this question was to provide a formulation of the general direction (i.e., goals and themes), the content emphasis, and the educational objectives for the television series as well as for individual programs in the series. As much as possible that formulation was to be responsive to the needs of parents, as determined directly from parents themselves. It was AEL's belief that real concerns of parents in the target audience must be dealt with in the series in order to produce the desired educational impact on parenting skills. Eventually this question was to provide the framework upon which the basic foundations of the series

would be built.

The needs of parents relative to effective parenthood will be examined by presenting two kinds of data which differ in the manner they were obtained on the survey questionnaire and later analyzed. The first set of data to be presented is based on analyzing the results of 44 closed-ended questions contained in Sections I-VIII of the questionnaire. As previously discussed, these questionnaire items were reduced to six factors by means of a factor analytic procedure and then developed into separate measurement scales. The second set of data was derived from Section X of the survey, which was a single free-response item asking parents the question: "What else do you think you need or want to learn more about in order to be a better parent?" Nearly one out of every four parents (i.e., 24.6% of the total sample) made a response to this question, and frequently more than a single idea was expressed in an individual's response. All ideas were carefully judged for their relevance to the main research objective which was to identify additional or other related parenting needs/skills not covered in the survey instrument.

Many ideas parents mentioned were not considered germane to the research objective, and so will not be reported. Included among these ideas were such things as personal revelations of marital difficulties, requests seeking specific information and direct help to solve a family-related or child-related problem, statements of child-rearing philosophy, criticisms of schools, government institutions, and society in general, and skeptical questions concerning the potential value of a U.S. government sponsored effort to improve parenting practices. These ideas constituted only a small portion of the total response, but were interesting in bringing to light general concerns parents have about the relationship between the family, government, education and other extra-familial influences

which affect family life.

A content analysis procedure was developed to reduce the remaining ideas into a convenient and meaningful form for reporting purposes. A preliminary set of categories was constructed to provide a scheme for classifying ideas. New categories were added, or old ones modified until as many ideas as possible could be logically placed in a single category, or in "need clusters," as they will be called. The task of deciding in which clusters to place ideas was made difficult by ambiguities in the responses. Some ideas were expressed so generally that it was possible to assign them to more than one cluster, or not to assign them to any cluster, depending on the interpretation given to them. A few responses from parents were clearly incomprehensible. Despite these difficulties in organizing a large number of ideas into a coherent set of clusters, the payoff was substantial in terms of insights into parenthood needs. The flavor and richness of the data will be preserved by deliberately presenting the results of the content analysis in the original language of the individual respondents.

Factor-Scale Results

In Table 8, factor-scales representing six different areas of effective parenthood needs are ranked. These results will be discussed in conjunction with item analysis data presented in Appendix VIII in which items within each of the six factor-scales are also ranked, and in Appendix IX where all 44 questionnaire items measuring parent skills are ranked. Referring to Table 8 first, the factor "Treating Your Child Like a Person" was the highest ranked area of parent need, with a score of nearly 1.5 standard deviations above the standard score mean (i.e., 64.09). All ten items belonging to this scale fall within 50% of the top ranked items in the survey questionnaire, and three of those ten items fall within the first quartile of ranked items. Even the last ranked

TABLE 8

Rank Order of Effective Parenthood Needs
as Measured by Factor-Scale Scores

Rank	Factor Scale	Standard Score*	N
1	Treating Your Child Like a Person	64.09	1645
2	Child Growth and Development	57.78	1664
3	Family Care	52.55	1641
4	Parent Self	49.98	1688
5	Child Management	41.82	1662
6	Baby Care	33.78	1672

*$\bar{X}$ = 50
S.D. = 10

item on the scale received either high or moderate ratings as a need by 70.8% of the parent sample. An examination of item content on this factor reveals parent needs for relating to children in a loving, caring, and personalized manner. Another aspect of parenting need on this scale is for establishing ground rules and limits for normative behavior. The two highest ranked items on this scale were: "Help your child see and accept his own feelings," and "Help your child to behave when he starts to fight." The emphasis on the need for developing a "love with discipline" parenting strategy as implied by this factor is further reinforced by parent responses to the free-response questionnaire item which is discussed later.

The second ranked factor, Child Growth and Development, indicates a relatively strong parenting need for increased understanding of the psychological, physical, and perceptual-motor development of the child. Four of the six items which belong to this scale are in the first quartile of all items ranked in the questionnaire. At least 70 percent of the parent sample indicated either a high or moderate level need on all items on this factor. The following two items were ranked highest on this scale and serve as indicators of need in the child growth and development area: "How your child's personality is formed," and "How the world looks and sounds to your child, and how to help him learn about it."

The Family Care factor was ranked third and its standard score was slightly above the mean of the distribution. Only one item from this scale ranked among the first quartile of items in the questionnaire; this item was "How to keep your child from getting hurt (and how to give first aid)." The last ranked item on the scale received only 42.7% of parent endorsement, as judged by the item response distribution. These results indicate a moderate level of need for improving family health care practices, with an emphasis on diagnosing children who are hurt, sick, or not growing as expected.

The Parent Self scale is ranked fourth among the areas of parenthood need. Two items from this scale were ranked in the first quartile of items in the questionnaire, which were: "Your own feelings and habits and how these help or hurt your child care (how they affect your child care)," and "Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning)." These results appear to indicate parents' needs to understand their feelings as parents and how those feelings may affect the quality of child care and ultimately their childrens' development.

Table 8 shows that the Child Management and Baby Care factors ranked lowest among the six parenthood need factors, and fell more than one standard deviation below the mean. All three items on the Baby Care scale were ranked in the bottom quartile of all questionnaire items and no item on this scale received greater than 50 percent endorsement as either a strong or moderately strong need. No item in the Child Management scale was ranked higher than 27 among 44 questionnaire items, and three items on the scale were ranked numbers 41, 43, and 44 respectively. A content analysis of items on these two factors raised the question that perhaps these results were due to the relatively high experience level of the sample parents, all of whom had at least one school-aged child. Items on these factors appeared to emphasize skills needed for parenting infants, in areas such as infant language development, maternal health care, infant health care, training the child to develop self-feeding skills, and teaching the child self-management skills. It was thought that a sample of parents with only newborn or very young children of preschool age might express stronger needs for developing know-how in these areas relative to the other factors. To test this possible explanation of the results, questionnaire data were gathered from an independent sample of parents with only preschool children.

Seven Head Start and other federally-sponsored preschool education programs in the states of West Virginia and Pennsylvania were identified and coordinators of these programs were asked to have parents with only preschool aged children complete the questionnaire. The results of analyzing the relative priorities among parenthood needs, as measured by the six factor-scales, are shown in Table 9:

Table 9

Rank Order of Parenthood Needs Among Parents with only Pre-School Aged Children

Rank	Factor	Standard Score*	N
1	Treating Your Child Like a Person	63.72	52
2	Child Growth and Development	57.08	53
3	Family Care	54.12	53
4	Parent Self	49.59	56
5	Child Management	42.52	54
6	Baby Care	32.98	54

*$\bar{X}$ = 50
S.D. = 10

The rankings among the need factors in this sample are identical to those of the original national sample. Needs for skill development in the areas of child management and infant care are consistently less strong for parents with at least one child or school age and for parents with younger children.

While a reasonable test has been applied to explain the relatively low priority given by parents to Child Management and Baby Care, a more rigorous test could be made in the future by sampling expectant parents or parents with only newborn children.

The question of whether different subsets of parents within the national sample have different parenting needs was explored by correlational analyses between the factor-scales and selected demographic data. The demographic variables used in the analyses were as follows: total number of children in the family, number of children in the family between the ages of 0 and 5, school racial-ethnic composition, county family median income, and community size. Many of the resulting correlations between these two sets of data were statistically significant due to the sample being large, but the magnitude of the correlations was so low as not to be educationally significant enough report. No single correlation accounted for more than 5.2 percent of the variance in the factor-scales. The strongest correlations, however, were obtained between school racial-ethnic composition and Family Care (-.28), Child Growth and Development (-.16), Child Management (-.26), and Baby Care (-.24). That stronger needs in these areas may exist among racial and ethnic minority parents (i.e. Blacks, Native Americans, Orientals, and Spanish) is one possible, though very tenuous interpretation of these data.

Content Analysis of Open-Ended Responses

As described previously, clusters of effective parenthood needs were formed by categorizing parents' responses to Section X of the survey questionnaire. Nine different clusters were identified and selected parent responses are presented for each cluster in Tables 10 to 18 in parents' own words, spelling, and grammar. Some clusters suggest needs which were not tapped by the questionnaire, while other clusters tend to reinforce or give further specificity to needs which the questionnaire did include. The following discussion is intended to capture the essence of parents' open-ended responses as organized in each cluster.

1. Cluster I: Education (School) - That parents demonstrated their concerns about education is not surprising in view of the fact that at least one child per family is either in kindergarten or first grade, and therefore is beginning the formal education process. Many parents are vicariously being re-introduced to formal schooling through their first or only child. For both parent and child, the beginning of schooling is an important event. In general, parent responses in this cluster suggest an expression of need for learning how to develop productive home-school relationships, such that learning in school is reinforced and extended through active parent involvement at home. Parents view their involvement as encouraging and/or developing in children positive motivations for learning, educational interests, good learning habits, and basic learning skills. Parents also see the need for assisting the child in overcoming learning difficulties in school.

2. Cluster II: Pro-Socialization of the Child - This cluster suggests two different emphases of pro-socialization: one relates to the personal development of the child, and the other relates to the child's social development. The emphasis on personal development reflects parent needs to promote the child's self fulfillment, as manifested in the personality traits and skills of a mature person. To become effective parents means to learn more about strategies for developing the child's self-esteem, cognitive abilities and openness to new experiences. The social development emphasis reflects parents' needs for children to develop "proper" and enlightened attitudes of "respect," helpfulness," and "concern for others." Also as part of this emphasis on social development, parents recognize the importance of fostering the formation of the child's personal identity--one which grows in harmony rather than in conflict with society. In this cluster, ideals of human development

and social behavior are implied as points of reference for developing effective parenting strategies.

3. Cluster III: Critical Incidents/Sensitive Questions This cluster indicates needs of parents to deal with significant family-related events and issues having high potential impact on the development of the child. Death, divorce, remarriage, sex, and religion were among the critical incidents/sensitive questions mentioned by parents as especially difficult to handle. A sense of willingness to confront these events and issues and to help children understand them better seems to underlie these parents' responses. The need expressed for how to communicate with children on matters of sex and religion appears to have the same pro-social emphasis as in Cluster II. Some parents believe it is important to learn more about helping children understand and/or cope with important life events and issues.

4. Cluster IV: Single Parent - Single parenthood is becoming increasingly recognized for the many special difficulties it engenders for both parent and child. The parent responses in this cluster bear witness to the coping difficulties, parenting concerns, and strong feelings of need among single parents. Playing the dual role of father and mother, as bread-winner and social-emotional stabilizer in the home, is perceived by single parents as a formidable task. The responses given by single parents in this cluster clearly illustrate deep and varied emotions, and a calling for help in relation to parenting children and to new questions and feelings about oneself as a single parent.

5. Cluster V: Special Children - Parents' needs for dealing with a wide range of children's problems and types of children are expressed in this cluster. Psychological, physical health, and learning problems of the child are particular areas in which parents are seeking help. Adopted children and twins were mentioned as types of family situations which pose unique problems for parents. Examples of questionnaire items which correspond to ideas mentioned by parents in this cluster are: "How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well)," and "How to tell if your child is growing right (body size, height, weight)."

6. Cluster VI: Family Relations - An examination of parent responses in this cluster reveals needs for establishing positive human relationships among parents and among siblings as well. Parents believe that a "good" marriage relationship is the start of effective parenting, and that "healthy" and "competent" children are developed in homes with strong marriages. Another area of need in the family relations area is that of encouraging

"cooperation and good feelings" among children. The ideas expressed in this cluster are related to the following items in the questionnaire: "Help your child learn to get along with family and friends" and "How your child deals with the way that your family lives (people in the home, what they do together, how they get along)."

7. Cluster VII: Caring for/Protecting the Child - A relatively small number of responses fell into this category. The most frequently mentioned concerns were for learning how to protect children from harmful drugs, and learning more about good child nutrition. Related to this cluster are three items included in the questionnaire: "What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby); "Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health); and "How to keep your child from getting hurt (and how to give first aid)."

8. Cluster VIII: Parents as Persons - Parents' responses in this cluster clearly demonstrated the emotional strains and needs of parents. How to maintain or develop self-control, emotional stability, self-confidence, self-understanding, and tension release were mentioned as important personal needs to fulfill as parents. The need for coping with the emotional and psychological pressures of parenthood are strongly felt in this cluster.

9. Cluster IX: Understanding/Communicating with the Child - The meaning of this cluster closely parallels the factor, "Treating Yourself Like a Person." Parents appear to be expressing needs for developing more "humanistic," equalitarian, and attentive relationships with their children - for developing child-centered parenting practices in which parents first learn what the needs of the child are and then learn how to respond to those needs effectively. Parents recognize that children are unique individuals, and are asking for help to humanize and individualize parenting.

TABLE 10

Need Cluster I: Education (School)

Selected and Unedited Parent Responses

"How to get children really interested in their school work, without being a tyrant--saying do it or else?"

"How to influence a child to do complete and neat homework."

"How to coordinate teaching at home with teaching at school."

"How to pick the best school for your child."

"The work and activities my child participates in in school so as not to conflect, or confuse my child."

"I would like to know about a child that is slow learner in school. What to do how to help him. Which I feel my son is."

"I'd like to know how to determine my child's scholastic interests early enough to help develop those. I'd also like to learn how to go about developing them."

"How could I get her to read and not push here? She is in the first grad. She was not doing go in her math. And I got her some extra math books to do at home. And they seam to help. Should I get her some story books to read. Or should I let here read the encyclopedia. Child craft. Thank you."

"How to make your child do his or hers homework. before playing or watching television."

TABLE 11

Need Cluster II: Pro-Socialization of the Child

Selected and Unedited Parent Responses

"We think children should be encouraged to turn off the TV for awhile at night and enjoy some hobby or read a book. They could also do something as easy as talking with their parents. We would like to know more about extensive hobbies for a small child to broaden their interests."

"Building self esteem & pride in positive ways. Increasing concern for others & their needs."

"My main concern for my daughter is that she grows into a happy, well-adjusted adult. It doesn't seem to matter to me whether or not she getts married, becomes a doctor, nurse, or a waitress as long as she finds her own place in society and is happy with herself and whatever she does."

"More teaching in self-motivation while the child is young, also conceptualization so that he or she is able to reaches their potential."

"How to help children (school age) to become happy, disciplined, useful adults. How to teach respect, helpfulness, courtesy, and self fullfillment."

"More ways of helping my child express feelings and thinking regarding experiences (new, unpleasant, frightening, etc.)"

"You never [illegible]n mentioned seeking God's help in all parent-child relations. I truly believe that if we parents can and would introduce our children to our Lord and Savior through church and family closeness, a lot of problems would soon disappear....I see in my own children how my talking and telling them about God and his importance in their own lives affects them and makes them aware of even why they are here. I hope I can give my children the love, leadership, correction and sense of pride that it definitely takes to live happily in this world."

"We would enjoy understanding all there is to learn from God's word, the Bible, about raising children--love with discipline. 'Train up a child in the way he should go, and when he is old, he shall not depart from it.'"

TABLE 12

Need Cluster III: Critical Incidents/Sensitive Questions

Selected and Unedited Parent Responses
"How and when to tell them about sex. And what to tell them so all their questions will be answered without going into explicit detail."
"Boys sexual feelings as a child and preadolescent."
"When two sets of children are brought together thru parents remarriage--how to make the necessary adjustments, so that you do not show partiality."
"Teaching the child about sex and how parents and school can cooperate in a good program of sex education at school."
"The problem of dealing with death of a person close to the child or his/her pet."
"How to help children go through a divorce and how to deal with their feelings about it."
"How to answer questions dealing with life, sex or death. How to help a child understand death and to accept it."
"How to explain things that are real/true without frightening and/or dissilusioning the child---for example, Santa Claus to death to sex."
"When walking or being outside C. J. asks about stars, sun, what is the moon? Some of his questions are hard for me to answer. We are not a church going family--he wants to know why. It's not fair to him that I don't believe in the god some people do. I want him to form his own opinions about life and religion--it's hard."

TABLE 13

Need Cluster IV: Single Parent

Selected and Unedited Parent Responses

"I would like to see more emphasis on problems of a single parent--especially when the relationship with the father is non-existent. This area is sadly lacking in any type of organization--I just need some one to talk to--a person to person contact--to share. Someone who's been there."

"How to be both parents at once."

"I am a single parent, at times I feel as if I don't give enough of my time to my child--I work p.m. shift and I know I sometimes don't have the time to read and help my child at home--maybe I am lazy--maybe I need to get interested in learning how to approach my child and help him to better himself. I do give him a lot of confidence and he is a very bright child--he learns fast. He seems to do well himself--and I know I depend on this too much. I care for his education and learning. I want to be a better parent (at this time my child is not lacking in clothing or toys, but sometimes I wonder whether I am giving enough of myself--maybe I am--I get depressed at times. Thanks for caring)."

"Since December my husband deserted me I would like to know how I can help my family financially. I'm the only one working."

"How a mother can raise her family with out a father. The things she has to learn more when it's time to talk to my son's like a man could."

"As a single parent, I would like to see a group discussion organized on recognizing and dealing with problems in this special area."

"I hope the way I am raising my sons will make them better teenagers and men. By being the only parent I don't want to smother my sons."

"I'd like to know and understand what children go through when there's a divorce in the family. At this point I feel my 3 & 5 year olds are well adjusted human beings with minds of their owns, responsible (for their age) and extremely independent. If there's a problem we have no problems talking things out except their fathers and my divorce. As hard as I try, there have been times when it's difficult to be objective. My 5 year old will try to work me up or push an incident. I'd like to know how to handle this. Telling her to forget it & not talk about doesn't solve anything!"

TABLE 14

Need Cluster V: Special Children

Selected and Unedited Parent Responses

"I am a mother of twins--I belong to the local Twin Club--several of us members wish to discuss the different ages and stages of raising twins. In six years we have had two programs on this, not enough for special problems. I have World Book and Child Craft for my children--I had hoped there would be more on twins."

"Why does a child continue to suck his thumb, past the age of five."

"Everything possible--especially problemed children--hyperactive retention problem etc--such as my daughter."

"More ideas about bed wetting, i.e. correction--helpful hints--coping with etc."

"Special helps for families with handicapped children (particularly mentally retarded)."

"My youngest daughter, (3) still has BM's in her pants while she's playing. She knows it at the time and tells me afterwards. Love, understanding, nor spanking has helped."

"What I want or need to learn more of is how to deal with my older son and youngest daughter Astma attacks. Some time it gets nerve racking to me, and its hard on them as well as myself."

"How to deal with the conflict between 2 bright male children and 1 female child with learning problems."

"Coping with 'gifted' children--i.e. the brighter child--dealing with an emotionally disturbed child, helping a child to overcome shyness."

"The problems of being the parents of adoptive children."

"In situations where one child is physically handicapped and the other children are 'normal.' How to show you love all equally even though more attention is shown the handicapped, and coping with and explaining why; disciplining; loving without spoiling the handicapped child; the effect on the whole family."

TABLE 15

Need Cluster VI: Family Relations

Selected and Unedited Parent Responses
"I'd like to have a more peaceful family atmosphere. Less fighting among children."
"I need more help on coping with sibling rivalry. With 5 children I have it constantly."
"Relationship of husband and wife and how it effects the children. Background of parents upbringing."
"How to deal with your children when you are having marrigial troubles at home, so it wont efect my childerens health or learning ability. As a parent I would like to keep my family together, so they would know what its like to have a mother and father relationship. I think that if you a not a while person yourself there's know way you can teach your child to be a whole person, and ecept things as they come."
"How to better form cooperation and good feelings about sister and brothers, especially within close age span."

TABLE 16

Need Cluster VII: Caring for/Protecting the Child

Selected and Unedited Parent Responses
"How to raise a child to be free from the use of the abuse of drugs and alcohol."
"The dangers of poisons, pills, etc. & what various poisons can do to a child."
"The two most important things to me are nutrition and first aid."
"How to instruct child and for child to understand importance of not accepting rides, talking to strangers etc. and not to be afraid to report to parents any unusualy behavior of adults."
"I'm seriously and deeply concerned about food additives and their relation to the increase in their use and the sharp increase in cancer, learning disabilities, hyperactivity, birth defects etc. in our children."

TABLE 17

Need Cluster VIII: Parents as Person

Selected and Unedited Parent Responses

"How a parent can stop feeling guilty when they feel they aren't spending enough time with their children, even though the children don't feel neglected or demanding of more attention."

"Enjoy being a parent."

"I need to learn how to be more sure of myself in the way I'm raising my children."

"How to be more patient with my children and to be able to be calm about things I'm trying to help them with that they seem to want to goof around, this get's on my nerves more than anything and then I get mad at the boy's which I know I shouldn't do. But on the other hand I just can't seem to handle it."

"How to control my depressions so that I may live at the same emotional level."

"I would like to learn morer about being yourself in a whole just living and everyday as a person with a responsibility."

"Understanding myself--why things (certain things) which are seemingly inocent irritate me and how these things relate to me."

"I think it is necessary for a person to understand themselves before they can be effective parents. I would like to know where a parent can get professional counseling for themselves or their children without prohibitive cost. I have to deal with a hyperactive child (8 yr. old) and at times she is too much to put up with, I think counseling would be a tremendous help at these times to help vent anger, guilt, and frustration away from the child."

"How to keep my cool, being firm and consistent--how to be in control and at the same time not be overbearing or too domineering so the child's personality can develop."

TABLE 18

Need Cluster IX: Understanding/Communicating with the Child

Selected and Unedited Parent Responses
"My main concern is to be able to understand my childrens wants and needs."
"Relating to my children on a more equal basis."
"To let our children be their own person instead of an image of ourselves. Teaching parents to accept and deal with this."
"To teach a parent every child is itself. Not like its sisters or brothers or other children in books."
"People should learn how to listen to their children and then not redicile their ideas."
"To learn to 'slow down' for more than 15 minutes a day and really communicate on our children's individual levels interestingly and have fun too!"
"Mostly--discipline and limit setting--how to follow through--how to appreciate the special things about my kids--enthusiasm--quietness etc.-- and not see them as 'bad traits.'"
"To have my child liston to me and do what I say--to love me and come to me and tell me when something is rong."
"To be able to communicate with your child. So that they will feel free to express there thought and feeling comfortable without fear of doing so."
"Helping them to understand their fears and teaching them to overcome them."
"The different stage's a child goes through can be very hard to understand. I'd like to learn more about these then maybe it would be easier to understand the thing's children do while they go through this and are growing up."

Preferences for Educational Strategies

The next set of results to be reported is relevant to the question concerning educational (instructional) approaches to parenthood education: By what modes of "teaching" do parents prefer to learn more about parenting? The intent of this question was to assist planners of a series of parenthood education programs to make decisions about the instructional methods to be used in bringing about the desired educational impact on the target audience. The assumption was made that the series would have a much better chance of succeeding if its mode of delivery appealed to the target audience. By appeal it was meant stimulating initial interest and then maintaining that interest in parenthood education over a period of several weeks. In answer to this question pertaining to educational strategies, the results from analyzing the first group of ten items in Section IX of the survey questionnaire will be reported.

Table 19 below presents rank order data on parent preferences for ten different delivery modes of parenthood education. The top three ranks clearly show that parents prefer to learn more about parenting from reading (books or magazines) and watching a television series. More than 80 percent of the parents reported preferring all three of these strategies; and nearly 40 percent of the parents showed very strong preferences for them. Regarding the fourth ranked item, "Talking with parents in group meetings," almost three out of four parents said this mode would be appealing. Two-thirds of the parents showed preferences for "Seeing movies near my home (at a school)," but slightly less than one out of every five parents (19.3%) indicated a strong preference for this mode. The next several items, ranked six through ten, are not considered by parents as very appealing approaches. As low as 45.8% (rank 6) to as high as 75.5% (rank 10) of the parents report that these strategies are "not at all" liked. The last ranked item, "Having a person visit my home and talk with me each week," was rejected by an overwhelming majority of the sample.

TABLE 19

Rank Order Preferences for Selected Educational Strategies

				Response Distribution:		
	Rank	Rank Score*	N	A Lot(%)	A Little(%)	Not At All(%)
How much would you like to learn about being a parent from:"						
Reading books.	1	224.6	1738	38.3	48.0	13.7
Watching a special TV series.	2	222.1	1729	38.8	44.4	16.9
Reading about this in magazines or in small newspapers (4 to 8 pages long).	3	214.9	1717	38.0	46.8	19.3
Talking with parents in group meetings.	4	200.8	1727	29.3	42.2	28.5
Seeing movies near my home (at a school).	5	184.8	1724	19.3	46.2	34.5
Seeing slides and hearing a person tell about them.	6	167.1	1710	12.9	41.3	45.8
Playing games that teach me to be a better parent.	7	164.1	1706	16.7	30.7	52.6
Hearing a special radio series.	8	158.4	1701	12.5	33.4	54.1
Listening to records or tapes.	9	155.9	1685	11.8	32.2	56.1
Having a person visit my home and talk with me each week.	10	130.9	1715	6.2	18.4	75.5

*Rank scores were derived by differentially weighting each response category (i.e., "A Lot" = 3, "A Little" = 2, and "Not At All" = 1) and then adding together the weighted results.

Do different subsets of parents show preferences for different approaches to "teaching" parenthood education, and if so, what is the nature and extent of these differences? The analyses sought to determine whether or not the degree of preference for a particular strategy was associated with such factors as family composition, the racial-ethnic composition of the community, and family income. The results of correlational analyses were similar to those previously reported for the factor-scales: very weak correlations accounting for small portions of variance in the dependent variable items. There is no evidence that parents who differ on the characteristics in question prefer different approaches to parenthood education.

Preferences for Program Formats

The foregoing analysis attempted to reflect the preferences shown by parents for different instructional approaches to parenthood education. The third, and final question will now be examined: If home television (or radio or movies) were used as the primary vehicle for delivering a series of parenthood education programs, what types of program formats would be most appealing (enjoyable and attention holding) to parents? This question was designed to provide information that would assist planners in deciding among alternative production strategies the one(s) which would be most appealing and therefore would most likely succeed in conveying parenthood education instruction. A rank order item analysis was performed on parent responses to a list of six possible presentation formats, the results of which are reported in Table 20.

More than four out of every five parents responded they would like to learn from "An M.D. (doctor) or other expert," "Stories about real people (not humor)," and "A talk show with well known guests and parents." Slightly more than half of the parents indicated strong liking for the first of these two presentation formats. Roughly three-fourths of the parents reported liking for "A show that goes into real people's home," and "Special stories

TABLE 20

Rank Order Preferences for Selected Production Strategies

"On TV or radio or in the movies, how much would you like to learn from:"	Rank	Rank Score*	N	Response Distribution: A Lot(%)	A Little(%)	Not At All(%)
An M.D. (doctor) or other expert.	1	242.3	1696	53.0	36.3	10.7
Stories about real people (not humor).	2	238.6	1687	51.5	35.7	12.7
A talk show with well known guests and parents.	3	223.2	1799	41.3	40.6	18.1
A show that goes into real people's homes.	4	216.2	1693	41.1	34.0	24.9
Special stories done by actors (not humor).	5	204.7	1657	31.1	42.5	26.4
A funny show (humor, comedy, jokes).	6	117.7	1672	17.9	41.6	40.5

*Rank scores were derived by differentially weighting each response category (i.e., "A Lot" = 3, "A Little" = 2, and "Not At All" = 1) and then adding together the weighted results.

done by actors (not humor)." Over twice as many parents reported not liking these latter two formats compared with the two highest ranked ones. "A funny show (humor, comedy, jokes)" appears as least appealing among the different formats and yet a majority (i.e., 59.5%) of parents still feel it has some appeal.

The question of whether different subsets of parents show significantly different preferences for production formats was explored through correlational analyses using demographic factors, as before. The results revealed no evidence that would support employing particular production strategies for different parent audiences.

Part IV: CONCLUSIONS

This study was an attempt to assess needs and preferences for parenthood education among parents of young children from culturally diverse backgrounds and different regional areas throughout the nation. Parenthood education needs and preferences were assessed in the areas of (1) parent skills and knowledge, (2) instructional approaches in parenthood education, and (3) program/production format possibilities for television or radio media.

The results reported in this study were intended to be used by planners to build an educational and entertaining home-viewing television series consisting of one-half hour shows aimed at increasing parent effectiveness and thereby positively affecting the development of children. What will be set forth as conclusions of this study are interpretations of parents' needs and preferences for parenthood education, based on the empirical data presented in Part III.

Conclusions: Skills/Knowledge

The strongest parenting needs in the skills/knowledge area will be briefly stated and are based on the analysis of factor-score data and content analysis of open-ended parent responses. The order in which these needs appear is intended to give an approximate idea of their relative importance:

- How to facilitate the development of the child's individual potentialities without aversive control (i.e. with loving care).
- How to understand the needs of the child and to respond to the child as a unique person in fulfilling those needs.
- How to help the child develop self-guided behavior through acquisitions of morality, self-understanding, and problem-solving.
- How to acquire information about child growth and development (e.g., personality formation, developmental stages, physical maturation, sensory development).
- How to learn moare about the consequences for child development of parents' own feelings and parenting practices in general.

- How to achieve mental health as parents (e.g., maintain emotional stability and self-control, and reduce stresses of parenthood).
- How to help children learn and cope in school.
- How to help children with psychological and physical problems or handicaps.

Conclusions: Educational Strategies

Strong preferences for reading materials and television programming on effective parenting were clearly indicated in the results. A combination of television shows and written support materials would appear to be ideally suited for delivering education for effective parenthood. Visual stimulation seems to be an important component of the approach, since "hearing a special radio series," "listening to records or tapes," and "having a person visit my home and talk with me each week" were not appealing strategies. The latter one, which was rejected by 75 percent of the sample, is most interesting since home-visitor parent intervention programs have been successfully implemented and accepted by parents in many places throughout the country. Apparently the thought of intrusion by an outside visitor may be initially threatening or objectionable until that person becomes familiar.

Conclusions: Program Formats

The results suggested that a documentary presentation format would be most appealing, but that nearly all of the format possibilities evaluated by parents were fairly attractive. If this means that parents would prefer media variety, then perhaps several different formats should be presented in a television series or even within individual television shows to enhance audience appeal. Different program formats could be tested for audience attention (i.e., appeal and interest) once pilot programs are designed and produced. The program formats which were most preferred suggested types of programs which emphasize a real, true-to-life, factual problem-solving approach to effective parenthood.

Overall Conclusions

A television series on effective parenting, geared to the needs and preferences of parents for skills/knowledge, delivery approaches, and program formats would focus on parents as persons, children as unique individuals, and the interpersonal relationships of children and parents around vital (real-life) problem areas or issues in which conflict and tension may be present. Parents expressed needs for promoting the psychological and physical well-being of their children and wish to achieve this end in the most humane way possible by using parenting practices which have a sound information base and which can be demonstrably proven as effective. Findings in this study strongly suggested the use and acceptability of the television medium with a variety of production formats, and written support materials, as the most effective means of parenthood education for parents of young children. Initially, programs in the television series should try to reach the general "young children" parent population until more extensive study is made of the parenthood needs and preferences of audiences with special characteristics.

APPENDIX I

Letter to U.S.O.E. Regional Offices

APPALACHIA EDUCATIONAL LABORATORY, INC.
P. O. BOX 1348
CHARLESTON, WEST VIRGINIA 25325
304/344-8371

October 14, 1975

Sent to each of OE Regional Offices

The Appalachia Educational Laboratory in Charleston, West Virginia has been funded by the Department of Health, Education and Welfare to produce a one-hour special and two pilot programs on television for effective parenthood. The special is being produced in the WQED studios in Pittsburgh, Pennsylvania and will be ready for viewing after November 1, 1975. We are hoping to have it aired on one of the major television networks.

In conjunction with the development of the special, we have agreed to implement a needs assessment program which will involve approximately 4500 parents. The results of the needs assessment will help us to plan for the two pilot programs and any subsequent series that might ensue. To accomplish this, we have selected ten states by means of the table of random numbers. In each state, the Superintendent will be asked to send us the names of five elementary schools and we will then select three of the five schools for participation in our needs assessment survey.

In your Region, we have selected the state of
would like to know if you have any objections for its inclusion in our study.

Sincerely yours,

George H. Love, Ed.D.
Director, Division of
Marketing and Distribution

GHL:ml

APPENDIX II

Letter to State School Officers

APPALACHIA EDUCATIONAL LABORATORY, INC.
P. O. BOX 1348
CHARLESTON, WEST VIRGINIA 25325
304/344-8371

October 14, 1975

Sent to State Superintendents in 10 states

Dear Commissioner:

The Appalachia Educational Laboratory in Charleston, West Virginia has been funded by the Department of Health, Education and Welfare to produce a one-hour special and two pilot programs on television for effective parenthood. The special is being produced in the WQED studios in Pittsburgh, Pennsylvania and will be ready for viewing after November 1, 1975. We are hoping to have it aired on one of the major television networks.

In conjunction with the development of the special, we have agreed to implement a needs assessment program which will involve approximately 4500 parents. The results of the needs assessment will help us to plan for the two pilot programs and any subsequent series that might ensue. To accomplish this, we have selected ten states by means of the table of random numbers.

Your state has been selected as one of the ten to be involved in our Needs Assessment Survey. Will you, therefore, designate or have your early childhood advisor designate five elementary schools, preferably in different school districts, to participate in the study? We will select three of the five to serve as participating schools. We are planning to send the Needs Assessment Form concerning parenting skills and needs to parents of kindergarten and first grade pupils. The form was approved by the USOE.

I would appreciate your sending me the names and addresses of the elementary school principals of the schools that you select prior to November 8, 1975.

Thank you very much for your cooperation.

Sincerely yours,

George H. Love, Ed.D.
Director, Division of
Marketing and Distribution

GHL:ml

APPENDIX III

Letter to School Principals
School Information Form

APPALACHIA EDUCATIONAL LABORATORY, INC.
P. O. BOX 1348
CHARLESTON, WEST VIRGINIA 25325
304/344-8371

The Appalachia Educational Laboratory in Charleston, West Virginia has been funded by the Department of Health, Education and Welfare to produce a one-hour special and two pilot programs on television for effective parenthood. The special is being produced in the WQED studios in Pittsburgh, Pennsylvania and will be ready for viewing after November 1, 1975. We are hoping to have it aired on one of the major television networks.

In conjunction with the development of the special, we have agreed to implement a needs assessment program which will involve approximately 4500 parents. The results of the needs assessment will help us to plan for the two pilot programs and any subsequent series that might ensue. To accomplish this, we have selected ten states by means of the table of random numbers.

Your school has been designated by your State Superintendent, Robert Benton, for possible inclusion in our needs assessment survey. We would appreciate, therefore, your completing the attached form and returning it to us in the enclosed stamped, addressed envelope. This will enable us to obtain a diverse population in our sample.

Thanks very much for your cooperation.

Sincerely yours,

George H. Love, Ed.D.
Director, Division of
Marketing and Distribution

GHL:ml
Enclosure

NAME AND ADDRESS OF SCHOOL _____

_____

NAMES OF KINDERGARTEN TEACHERS

_____

_____

_____

NAMES OF FIRST GRADE TEACHERS

_____

_____

_____

NUMBER OF KINDERGARTEN PUPILS _____

NUMBER OF FIRST GRADE PUPILS _____

SOCIO-ECONOMIC LEVEL OF PARENTS
(Check one)

LOW	MIDDLE	HIGH
____	____	____

RACIAL AND ETHNIC COMPOSITION:

AMERICAN INDIAN OR ALASKAN NATIVE _____%

ASIAN OR PACIFIC ISLANDER _____%

BLACK, NOT OF HISPANIC ORIGIN _____%

HISPANIC _____%

WHITE, NOT OF HISPANIC ORIGIN _____%

_____
PRINCIPAL'S SIGNATURE

_____
DATE

APPENDIX IV

Exemplar Report to School Principals

tmouth School - Results are reported
percentage terms and are based on a
ple size of 107.

O.M.B. No. 51-S75060
Approval Expires: 6/30/76

LEARNING TO BE A BETTER PARENT

What to do: First, read what it says below about each thing you might learn more about. Then decide how much you feel you need or want to learn more about that. For example, if you feel you already know all or just about as much as you need or want to know about "How Children Grow and Develop," then mark the box Nothing More At All. However, if you feel you need or want to learn more about that, then you may wish to answer A Little More or A Lot More. Put a check mark (✓) in the box under A Lot More, A Little More or Nothing More At All for each question. We are interested in what you feel. You may, of course, feel that you need or want to learn more about some things, and nothing more about others. No one will judge you as a parent, whatever your answers are. If you do not want to answer a question, then leave it blank.

Name_____

My City & State_____

My Children's Ages (in years)_____

Name of Nearest Grade School_____

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
I. HOW CHILDREN GROW AND DEVELOP. How much do you feel you need or want to learn more about:			
1. Where you can find out about how children develop.	( ) 9.6	( ) 56.7	( ) 33.7
2. What your child should be able to learn at his age, so as not to "push" your child too much.	( ) 36.4	( ) 50.5	( ) 13.1
3. How children grow into special, one-of-a-kind people.	( ) 43.8	( ) 41.0	( ) 15.2
4. How the world looks and sounds to your child, and how to help him learn about it.	( ) 43.8	( ) 45.7	( ) 10.5
5. How your child's personality is formed.	( ) 48.1	( ) 43.4	( ) 8.5
6. How your child learns to use his body by playing (runs, jumps).	( ) 15.1	( ) 52.8	( ) 32.1
II. TAKING BETTER CARE OF YOUR BABY. How much do you feel you need or want to learn more about:			
1. What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby).	( ) 6.9	( ) 13.7	( ) 79.4
2. How babies learn to talk (what the baby hears; what it learns from what you do and say).	( ) 9.8	( ) 28.4	( ) 61.8
3. Helping the baby feel good (not too warm or cool; enough to eat; food that might upset the baby; giving the baby room to move around).	( ) 3.9	( ) 27.5	( ) 68.6
II. TREATING YOUR CHILD LIKE A PERSON. How much do you feel you need or want to learn more about how to:			
1. Tell what children are doing by watching them.	( ) 31.8	( ) 52.3	( ) 15.9
2. Help your child see and accept his or her own feelings.	( ) 60.7	( ) 36.4	( ) 2.8
3. Show love and care to your child.	( ) 30.8	( ) 43.9	( ) 25.2
4. Talk with your child about his problems and answer his questions.	( ) 57.9	( ) 33.6	( ) 8.4
5. Help your child to behave when he starts to fight.	( ) 44.3	( ) 43.4	( ) 12.3

Form 438, 10/75

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
6. Help your child learn to get along with family and friends.	( ) 36.4	( ) 54.2	( ) 9.3
7. Help your child see why rules are good.	( ) 33.0	( ) 47.2	( ) 19.8
IV. TAKING CARE OF YOUR FAMILY. How much do you feel you need or want to learn more about how to:			
1. Pick things for the child's bed and for him to wear (so that they last and are easy to take care of).	( ) 5.8	( ) 30.8	( ) 63.5
2. Find and take care of a home for your family (how to shop and pay for housing and furniture).	( ) 6.6	( ) 33.0	( ) 60.4
3. Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health).	( ) 14.4	( ) 33.7	( ) 51.9
V. TEACHING AND TRAINING YOUR CHILD. How much do you feel you need or want to learn more about:			
1. What ways of teaching will work best with your child (the way you teach; use of books, TV).	( ) 41.5	( ) 49.1	( ) 9.4
2. How to control your child by using reward, praise and correction in a loving way (how to help your child control himself).	( ) 44.9	( ) 37.4	( ) 17.8
3. How to teach your child to be neat and clean and to show good manners.	( ) 23.6	( ) 47.2	( ) 29.2
4. How to get your child to go to bed on time (and to rest or take naps).	( ) 12.3	( ) 29.2	( ) 58.5
5. How to get your child to change from doing one thing to doing something else.	( ) 15.1	( ) 51.9	( ) 33.0
6. How to plan your child's use of TV (picking TV programs, not watching too much TV).	( ) 13.2	( ) 44.3	( ) 42.5
7. How to place your chairs, tables and other things so that your child will have room to play and learn (and keeping some things out of sight so your child will not want them).	( ) 3.8	( ) 26.7	( ) 69.5
8. How to feed your child; teach him to feed himself; and make eating fun for your child.	( ) 2.9	( ) 19.2	( ) 77.9
9. How to teach your child to dress and undress.	( ) 1.0	( ) 13.5	( ) 85.6
10. How to help your child think for himself (choose what he wants to do; make plans).	( ) 29.0	( ) 51.4	( ) 19.6
11. How to teach your child to tell right from wrong (to be moral).	( ) 23.6	( ) 50.0	( ) 26.4
VI. KEEPING YOUR FAMILY SAFE AND WELL. How much do you feel you need or want to learn more about:			
1. How to keep your child from getting hurt (and how to give first aid).	( ) 35.8	( ) 43.4	( ) 20.8
2. How to keep your child well (get shots and have the doctor check your child).	( ) 3.8	( ) 25.0	( ) 71.2

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
3. How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well).	( ) 26.2	( ) 42.1	( ) 31.8
4. How to know when your child is sick (has a fever or says he hurts some place).	( ) 11.3	( ) 34.9	( ) 53.8
5. How to pick things that are safe to play with.	( ) 6.7	( ) 29.8	( ) 63.5
6. How to tell if your child is growing right (body size, height, weight).	( ) 10.5	( ) 38.1	( ) 51.4
II. TAKING CARE OF THINGS AT HOME. How much do you feel you need or want to learn more about:			
1. Making good use of your time (plan your time for child care, house work, school or job, time for yourself and your friends)	( ) 25.7	( ) 40.0	( ) 34.3
2. Getting good help with child care (day care, baby sitter, nursery school).	( ) 11.5	( ) 28.8	( ) 59.6
3. How your child deals with the way that your family lives (people in the home, what they do together, how they get along).	( ) 21.0	( ) 50.5	( ) 28.6
4. Finding help for people who don't take care of their children, or who hurt their children.	( ) 23.6	( ) 50.9	( ) 25.5
II. YOURSELF AS A PARENT. How much do you feel you need or want to learn more about:			
1. Your own feelings and habits and how these help or hurt your child care (how they affect your child care).	( ) 44.9	( ) 38.3	( ) 16.8
2. Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning).	( ) 41.1	( ) 42.1	( ) 16.8
3. Why your child will not mind you and how this bothers you (how to get over being upset).	( ) 33.6	( ) 47.7	( ) 18.7
4. How to be sure that you are doing what is best for your child (or your worries about what other people think).	( ) 32.7	( ) 42.1	( ) 25.2

What to do: Just as before, read what it says about each thing from which you can learn. That is, if you think you would enjoy learning about being a better parent from "reading books," then you may wish to answer A Lot or A Little. But if you would not enjoy learning from "reading books," then mark the box Not At All. You may, of course, think that you would like to learn from some things and not from others. Put a check mark (✓) in the box under A Lot, A Little or Not At All for each question.

	A LOT	A LITTLE	NOT AT ALL
IX. HOW TO LEARN ABOUT BEING A BETTER PARENT. How much would you like to learn about being a better parent from:			
1. Reading books.	( ) 45.8	( ) 46.7	( ) 7.5
2. Talking with parents in group meetings.	( ) 19.8	( ) 43.4	( ) 36.8
3. Watching a special TV series.	( ) 50.0	( ) 41.5	( ) 8.5

	A LOT	A LITTLE	NOT AT ALL
4. Seeing movies near my home (at a school).	( ) 22.6	( ) 33.0	( ) 44.3
5. Having a person visit my home and talk with me each week.	( ) 4.8	( ) 8.6	( ) 86.7
6. Seeing slides and hearing a person tell about them.	( ) 14.3	( ) 41.0	( ) 44.8
7. Reading about this in magazines or in small newspapers (4 to 8 pages long).	( ) 39.4	( ) 43.3	( ) 17.3
8. Hearing a special radio series.	( ) 8.6	( ) 17.1	( ) 74.3
9. Listening to records or tapes.	( ) 7.7	( ) 26.9	( ) 65.4
10. Playing games that teach me to be a better parent.	( ) 10.6	( ) 20.2	( ) 69.2

On TV or radio or in the movies, how much would you like to learn from:

1. A funny show (humor, comedy, jokes).	( ) 15.7	( ) 39.2	( ) 45.1
2. A talk show with well known guests and parents.	( ) 40.8	( ) 39.8	( ) 19.4
3. Stories about real people (not humor).	( ) 57.3	( ) 35.0	( ) 7.8
4. Special stories done by actors (not humor).	( ) 42.2	( ) 34.3	( ) 23.5
5. An M.D. (doctor) or other expert.	( ) 60.2	( ) 32.0	( ) 7.8
6. A show that goes into real people's homes.	( ) 35.9	( ) 36.9	( ) 27.2

X. OTHER IDEAS. What else do you think you need or want to learn more about in order to be a better parent? Print so that your ideas will be easy to read.

_____

_____

_____

_____

APPENDIX V

Post-Data Gathering Principal and
Teacher Questionnaire Forms

PARENT STUDY EVALUATION FORM
FOR SCHOOL PRINCIPALS

1. Name of School: _____

2. How were teachers told about the data gathering procedures?

( ) Individually ( ) As a group ( ) Both individually and as a group

3. Who told the teachers about what to do? (e.g. principal, secretary, etc.)

_____

4. What problems, if any, were there in distributing questionnaires to teachers? (If none, write "none")

_____

_____

_____

5. What problems, if any, were there in collecting returned questionnaires from teachers? (If none, write "none")

_____

_____

_____

6. What problems, if any, were there in mailing the questionnaires to us? (If none, write "none")

_____

_____

_____

7. Did you receive a prepaid postage label to cover the cost of mailing questionnaires to us?

( ) Yes ↓ ( ) No* ( ) Don't know

7A. Was postage sufficient to cover cost?

( ) Yes ( ) No (If you desire reimbursement, indicate cost: _____)

*We have been keeping records of mailing costs for individual schools. These costs will be reimbursed.

8. What ways, if any, were used to get pupils or parents to return questionnaires?

_____

_____

_____

9. The return rate from your school was _____%. How would you judge this result for this type of questionnaire, for parents of kindergarten/first grade pupils in your school, using these procedures for collecting data:

( ) Much below average
( ) Below average
( ) About average
( ) Above average
( ) Much above average

10. If you answered "Much below average" or "Much above average" to question 9, please list the most important reasons which you feel hindered or helped getting questionnaire returns:

1._____

2._____

3._____

11. Did you receive any questions or comments from parents about the questionnaire or about this study in general?

( ) Yes → ( ) No

11A. If you are at liberty to share these without revealing the names of parents, please list them below:

1._____

2._____

3._____

12. Were you ever contacted by the State Superintendent and/or local Superintendent of Education about your participation in this study?

( ) Yes (Check which one(s): ( ) No

( ) State Superintendent
( ) Local Superintendent

13. How would you describe family income characteristics among parents of pupils in your school? (The pupose of this question, and the three to follow, is to determine the range of differences rather than an absolute amount of (on) some characteristic.)

( ) Family income is mostly at one level (either high, middle, or low)
( ) Family income is divided mostly into two levels (e.g. high and low, high and middle, etc.)
( ) Family income is divided mostly into three levels (high, middle, and low)
( ) Other: _____

14. How would you describe the educational attainment (i.e. last grade level completed) characteristics of parents of pupils in your school?

( ) About as many parents have completed college as high school or elementary school
( ) The last grade completed by most parents is either in elementary school, high school, or college
( ) Other: _____

15. How would you describe the neighborhood characteristics (i.e. type and size of housing) of pupils who attend your school?

( ) Pupils come from very similar neighborhoods
( ) Pupils come from neighborhoods that are more alike than different
( ) Pupils come from neighborhoods that are more different than alike
( ) Pupils come from very different neighborhoods

16. How would you describe the ethnic (e.g. German, Italian, Spanish, etc.) composition of parents of pupils in your school?

( ) Most parents come from the same background
( ) Parents come from a small number (2-3) of different backgrounds
( ) Parents come from several different backgrounds
( ) Other: _____

17. On the next page, a small sample of parents which were randomly drawn from returned questionnaires is listed. This sample includes only those parents who put their names on the questionnaire. The purpose of the next five questions is to compare this list of parents to all parents in your school on certain characteristics. This information will help us determine whether parents who responded are similar to (representative of) other parents.

How similar is this set of parents to parents in your school according to:

	Very Similar	Similar	Not Similar
Family income characteristics	( )	( )	( )
Educational attainment characteristics	( )	( )	( )
Neighborhood characteristics	( )	( )	( )
Ethnic minority (e.g. German, Italian, etc.) characteristics	( )	( )	( )
Racial minority (e.g. Black, Oriental, etc.) characteristics	( )	( )	( )

THANK YOU FOR YOUR COOPERATION. PLEASE RETURN THIS FORM IN THE SELF-ADDRESSED STAMPED ENVELOPE.

PARENT STUDY EVALUATION FORM
FOR TEACHERS

1. Name of School: _____

2. Grade Level: ( ) Kindergarten ( ) First Grade

3. Number of pupils in your class: _____

4. Time of day questionnaires were distributed to pupils:

   ( ) Early morning
   ( ) Just before lunch time
   ( ) Early afternoon
   ( ) Just before close of school

5. Day of the week questionnaires were distributed to pupils:

   ( ) Monday
   ( ) Tuesday
   ( ) Wednesday
   ( ) Thursday
   ( ) Friday

6. Were there enough questionnaires for all the pupils in your class?

   ( ) Yes ( ) No →

   6A. Approximately how many more were needed? _____

   6B. Were you able to obtain them?

   ( ) Yes ( ) No

7. On an average day, how many pupils are absent from your class? _____

8. Please estimate the number of pupils who you know did not receive questionnaires - i.e., because of absenteeism, lateness, etc. (Put a 0, if none): _____

9. Estimate the number of pupils who you know received questionnaires, but did not get them to their parents - i.e., threw them away, left them in their desks, lost them, etc. (Put a 0, if none): _____

10. Approximately how many school days were allowed for collecting questionnaires after they were passed out to your pupils?

    ( ) 1-2 days
    ( ) 3-4 days
    ( ) 5 days (1 week)
    ( ) More than one week

11. Please describe briefly any difficulties you had in distributing questionnaires. (If none, write "none")

_____

_____

_____

12. Describe briefly any difficulties in collecting questionnaire returns from pupils. (If none, write "none")

_____

_____

_____

13. Describe briefly what was said to your pupils when questionnaires were passed out to them:

_____

_____

_____

14. What ways, if any, were used to get pupils to return questionnaires?

_____

_____

_____

15. Did you receive any questions or comments from parents about the questionnaire or about this study in general?

( ) Yes ( ) No

15A. If you are at liberty to share these without revealing the names of parents, please list them below:

_____

_____

_____

_____

Thank you for your cooperation. Please put this form into the self-addressed envelope, and return it to us.

APPENDIX VI

Needs Assessment Survey/Cover Letter
(English and Spanish)

APPALACHIA EDUCATIONAL LABORATORY, INC.
P. O. BOX 1348
CHARLESTON, WEST VIRGINIA 25325
304/344-8371

Dear Parent:

Our Laboratory is preparing a new instructional series for parents. It is called "Education for Effective Parenthood."

Your local school has agreed to help us. Now we need your help. You will find a four(4) page form with this letter. The form will tell you "what to do." You can help by telling us on the form about your own needs as a parent. We hope you will talk with your husband or wife as you give your answers on the form. If you are a single parent, please let us know of your needs from this point of view.

When you finish answering, put your form in the envelope. Then seal it and return it to the school. Do not put your name on the outside of the envelope. We will not tell anyone what you said. We will use your answers to help us plan the "Education for Effective Parenthood" series.

We would like to know your answers. But you do not have to answer. Even if you do not answer, please seal your form in the envelope and return it to the school.

Soon you will hear from the school about the new instructional series. Watch for this news.

Thank you for your help.

Sincerely,

Edward E. Gotts

Edward E. Gotts
Director
Division of Early Childhood

EEG:sb

O.M.B. No. 51-S75060
Approval Expires: 6/30/76

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LEARNING TO BE A BETTER PARENT

What to do: First, read what it says below about each thing you might learn more about. Then decide how much you feel you need or want to learn more about that. For example, if you feel you already know all or just about as much as you need or want to know about "How Children Grow and Develop," then mark the box Nothing More At All. However, if you feel you need or want to learn more about that, then you may wish to answer A Little More or A Lot More. Put a check mark (✓) in the box under A Lot More, A Little More or Nothing More At All for each question. We are interested in what you feel. You may, of course, feel that you need or want to learn more about some things, and nothing more about others. No one will judge you as a parent, whatever your answers are. If you do not want to answer a question, then leave it blank.

Name_____

My City & State_____

My Children's Ages (in years)_____

Name of Nearest Grade School_____

_____

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
I. HOW CHILDREN GROW AND DEVELOP. How much do you feel you need or want to learn more about:			
1. Where you can find out about how children develop.	( )	( )	( )
2. What your child should be able to learn at his age, so as not to "push" your child too much.	( )	( )	( )
3. How children grow into special, one-of-a-kind people.	( )	( )	( )
4. How the world looks and sounds to your child, and how to help him learn about it.	( )	( )	( )
5. How your child's personality is formed.	( )	( )	( )
6. How your child learns to use his body by playing (runs, jumps).	( )	( )	( )
II. TAKING BETTER CARE OF YOUR BABY. How much do you feel you need or want to learn more about:			
1. What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby).	( )	( )	( )
2. How babies learn to talk (what the baby hears; what it learns from what you do and say).	( )	( )	( )
3. Helping the baby feel good (not too warm or cool; enough to eat; food that might upset the baby; giving the baby room to move around).	( )	( )	( )
III. TREATING YOUR CHILD LIKE A PERSON. How much do you feel you need or want to learn more about how to:			
1. Tell what children are doing by watching them.	( )	( )	( )
2. Help your child see and accept his or her own feelings.	( )	( )	( )
3. Show love and care to your child.	( )	( )	( )
4. Talk with your child about his problems and answer his questions.	( )	( )	( )
5. Help your child to behave when he starts to fight.	( )	( )	( )

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
6. Help your child learn to get along with family and friends.	( )	( )	( )
7. Help your child see why rules are good.	( )	( )	( )
IV. TAKING CARE OF YOUR FAMILY. How much do you feel you need or want to learn more about how to:			
1. Pick things for the child's bed and for him to wear (so that they last and are easy to take care of).	( )	( )	( )
2. Find and take care of a home for your family (how to shop and pay for housing and furniture).	( )	( )	( )
3. Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health).	( )	( )	( )
V. TEACHING AND TRAINING YOUR CHILD. How much do you feel you need or want to learn more about:			
1. What ways of teaching will work best with your child (the way you teach; use of books, TV).	( )	( )	( )
2. How to control your child by using reward, praise and correction in a loving way (how to help your child control himself).	( )	( )	( )
3. How to teach your child to be neat and clean and to show good manners.	( )	( )	( )
4. How to get your child to go to bed on time (and to rest or take naps).	( )	( )	( )
5. How to get your child to change from doing one thing to doing something else.	( )	( )	( )
6. How to plan your child's use of TV (picking TV programs, not watching too much TV).	( )	( )	( )
7. How to place your chairs, tables and other things so that your child will have room to play and learn (and keeping some things out of sight so your child will not want them).	( )	( )	( )
8. How to feed your child; teach him to feed himself; and make eating fun for your child.	( )	( )	( )
9. How to teach your child to dress and undress.	( )	( )	( )
10. How to help your child think for himself (choose what he wants to do; make plans).	( )	( )	( )
11. How to teach your child to tell right from wrong (to be moral).	( )	( )	( )
VI. KEEPING YOUR FAMILY SAFE AND WELL. How much do you feel you need or want to learn more about:			
1. How to keep your child from getting hurt (and how to give first aid).	( )	( )	( )
2. How to keep your child well (get shots and have the doctor check your child).	( )	( )	( )

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
3. How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well).	( )	( )	( )
4. How to know when your child is sick (has a fever or says he hurts some place).	( )	( )	( )
5. How to pick things that are safe to play with.	( )	( )	( )
6. How to tell if your child is growing right (body size, height, weight).	( )	( )	( )

VII. TAKING CARE OF THINGS AT HOME. How much do you feel you need or want to learn more about:

1. Making good use of your time (plan your time for child care, house work, school or job, time for yourself and your friends).	( )	( )	( )
2. Getting good help with child care (day care, baby sitter, nursery school).	( )	( )	( )
3. How your child deals with the way that your family lives (people in the home, what they do together, how they get along).	( )	( )	( )
4. Finding help for people who don't take care of their children, or who hurt their children.	( )	( )	( )

VIII. YOURSELF AS A PARENT. How much do you feel you need or want to learn more about:

1. Your own feelings and habits and how these help or hurt your child care (how they affect your child care).	( )	( )	( )
2. Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning).	( )	( )	( )
3. Why your child will not mind you and how this bothers you (how to get over being upset).	( )	( )	( )
4. How to be sure that you are doing what is best for your child (or your worries about what other people think).	( )	( )	( )

What to do: Just as before, read what it says about each thing from which you can learn. That is, if you think you would enjoy learning about being a better parent from "reading books," then you may wish to answer A Lot or A Little. But if you would not enjoy learning from "reading books," then mark the box Not At All. You may, of course, think that you would like to learn from some things and not from others. Put a check mark (✓) in the box under A Lot, A Little or Not At All for each question.

	A LOT	A LITTLE	NOT AT ALL
IX. HOW TO LEARN ABOUT BEING A BETTER PARENT. How much would you like to learn about being a better parent from:			
1. Reading books.	( )	( )	( )
2. Talking with parents in group meetings.	( )	( )	( )
3. Watching a special TV series.	( )	( )	( )

	A LOT	A LITTLE	NOT AT ALL
4. Seeing movies near my home (at a school).	( )	( )	( )
5. Having a person visit my home and talk with me each week.	( )	( )	( )
6. Seeing slides and hearing a person tell about them.	( )	( )	( )
7. Reading about this in magazines or in small newspapers (4 to 8 pages long).	( )	( )	( )
8. Hearing a special radio series.	( )	( )	( )
9. Listening to records or tapes.	( )	( )	( )
10. Playing games that teach me to be a better parent.	( )	( )	( )

On TV or radio or in the movies, how much would you like to learn from:

1. A funny show (humor, comedy, jokes).	( )	( )	( )
2. A talk show with well known guests and parents.	( )	( )	( )
3. Stories about real people (not humor).	( )	( )	( )
4. Special stories done by actors (not humor).	( )	( )	( )
5. An M.D. (doctor) or other expert.	( )	( )	( )
6. A show that goes into real people's homes.	( )	( )	( )

X. OTHER IDEAS. What else do you think you need or want to learn more about in order to be a better parent? Print so that your ideas will be easy to read.

APPALACHIA EDUCATIONAL LABORATORY, INC.
P. O. BOX 1348
CHARLESTON, WEST VIRGINIA 25325
304/344-8371

Estimados Padres,

Nuestro laboratorio está preparando una nueva serie instruccional para padres. Se llama "Educación para una Paternidad Efectiva."

La escuela local ha consentido en ayudarnos. Ahora necesitamos su ayuda. Vds. encontrarán una forma de cuatro (4) páginas con esta carta. La forma les dirá "lo que hacer." Vds. pueden ayudar con decirnos en esta forma cuales son sus propias necesidades como padres. Experamos que vd. hable con su esposo o esposa cuando pongan sus respuestas en la forma. Si vd. no es un padre o madre casada, por favor díagnos cuales son sus necesidades desde este punto de vista.

Cuando vds. terminen de contestar la forma, pónganlo en el sobre. Entonces ciérrenlo y devuélvanlo a la escuela. No escriban su nombre afuera del sobre. Nosotros no le diremos a nadie lo que dijo. Usaremos sus respuestas para ayudarnos a planear la serie "Educación para una Paternidad Efectiva."

Nos qustaría saber sus respuestas, pero vds. no tienen que contestar. Incluso si vds. no contestan, por favor pongan su forma en el sobre, ciérrenlo y devuélvanlo a la escuela.

Pronto vds. oirán de la escuela acerca de la nueva serie instruccional. Estén al tanto de las noticias.

Muy agradecidos por su ayuda.

Sinceramente,

Edward E. Gotts

Edward E. Gotts
Director
Division of Early Childhood

EEG:sb

O.M.B. No. 51-S75060
Approval Expires: 6/30/76

APRENDIENDO SER BUENOS PADRES DE FAMILIA

Favor de hacer lo siguiente: Primero lea vd. lo que dice abajo sobre cada cosa que vd. pudiera aprender más. Entonces decida vd. cuanto vd. cree que va a necesitar o querer aprender más sobre eso. Por ejemplo, si le parece que vd. ya sabe todo o tanto como vd. necesita o quiere saber "Cómo Crecen y Desarrollan Los Niños," entonces marque la caja Nada Más de Ninguna Manera. Como quiera que, si le parece que vd. va a necesitar o querer aprender más sobre eso, entonces vd. quiera contestar Un Poco Más o Mucho Más. Ponga vd. una marca (✓) en la caja debajo de Mucho Más, Un Poco Más, o Nada Mas de Ninguna Manera para cada pregunta. Nos interesamos en lo que vd. siente. Es posible, por supuesto, que vd. pueda creer que vd. va a necesitar o querer aprender más sobre algunas cosas, y nada más sobre las otras. Nadie le va a evaluar a vd. como padre de familia, cualquier respuestas que vd. haga. Si vd. no quiere contestar una prequnta, la omita.

Nombre y apellido_____

Mi ciudad y estado_____

Las edades de mis niños (en años)_____

El nombre de la escuela primaria más próxima___

_____

	MUCHO MÁS	UN POCO MÁS	NADA MÁS DE NINGUNA MANERA
I. CÓMO CRECEN Y DESARROLLAN LOS NIÑOS. ¿Cuánto cree vd. que vd. necesíte o quiera aprender más sobre:			
1. Dónde vd. pueda informarse del desarrollo del niño?	( )	( )	( )
2. Lo que su niño pueda aprender a su edad para no "enpujar" su niño demasiado?	( )	( )	( )
3. Cómo los niños se hacen personas especiales y singulares?	( )	( )	( )
4. Cómo el mundo le parece y le suena a su niño, y cómo ayudarle a conocerlo?	( )	( )	( )
5. Cómo la personalidad de su niño se forma?	( )	( )	( )
6. Cómo su niño aprende a usar su cuerpo jugando (correr, brincar)?	( )	( )	( )
II. CUIDANDO DE MI BEBÉ PROPIAMENTE. ¿Cuánto cree vd. que vd. necesite o quiera aprender más sobre:			
1. Lo que ocurre antes del nacimiento del bebé (lo que comer; que drogas no tomar; cuanto tiempo esperar antes de tener otro bebé; cosas que le puedan pasar al bebé)?	( )	( )	( )
2. Cómo los bebés aprenden a hablar (lo que oye el bebé; lo que aprende de lo que vdo hace y dice)?	( )	( )	( )
3. Ayudar al bebé sentirse bien (el no tener ni mucho calor ni mucho frío; que coma bastante; alimento que le pueda enfermar; darle al bebé bastante espacio para mover)?	( )	( )	( )
III. TRATANDO A SU NIÑO COMO UNA PERSONA. ¿Cuánto cree vd. que vd. necesite o quiera aprender más a:			
1. Descubrir lo que hacen los niños por observándolos?	( )	( )	( )
2. Ayudarle a su niño a ver y a aceptar sus emociónes?	( )	( )	( )
3. Demonstrarle a su niño cariño?	( )	( )	( )
4. Hablar con su niño sobre sus problemas y también contestar sus preguntas?	( )	( )	( )
5. Ayudar a su niño portarse bien cuando comienza a pelear?	( )	( )	( )

	MUCHO MÁS	UN POCO MÁS	NADA MÁS DE NINGUNA MANERA
6. Ayudar a su niño portarse bien con familia y amigos?	( )	( )	( )
7. Ayudar a su niño comprender porqué las reglos son buenas?	( )	( )	( )
IV. CUIDANDO DE MI FAMILIA. ¿Cuánto cree vd. que vd. necesite o quiera aprender más a:			
1. Escoger cosas para la cama de mi niño y ropa que pueda llevar. (Para que duran y sean fáciles de cuidar)?	( )	( )	( )
2. Buscar y mantener un hogar para su familia (cómo buscar y pagar por un hogar y los muebles)?	( )	( )	( )
3. Escoger buen alimento y cuidarlo para que no se eche a perder (preparar comidas que son buenas para la salud de su familia)?	( )	( )	( )
V. ENSEÑANDO Y ENTRENANDO A SU NIÑO. ¿Cuánto cree vd. que vd. necesite o quiera aprender más sobre:			
1. Que modo de enseñanza será mejor con su niño (la manera en que vd. enseña; el uso de los libros, la televisión)?	( )	( )	( )
2. Cómo manejar a su niño usando premios, alabanzas, y correcciónes cariñosamente (cómo ayudar a su niño a manejarse)?	( )	( )	( )
3. Cómo enseñar a su niño ser aseado, limpio, y cortes?	( )	( )	( )
4. Cómo convencer a su niño que se acueste temprano (y también descansar o tomar una siesta)?	( )	( )	( )
5. Cómo convencer a su niño ir de una cosa a otra?	( )	( )	( )
6. Cómo planear el uso de la televisión para su niño (escogiendo los programas de televisión y no dejarle mirar demasiado)?	( )	( )	( )
7. Cómo arreglar sus sillas, mesas, y otras cosas para que su niño tenga espacio para jugar y aprender (escondiendo algunas cosas para que no las quiera su niño)?	( )	( )	( )
8. Cómo alimentar a su niño; enseñar a su niño como alimentarse; y que esté contento durante la comida?	( )	( )	( )
9. Cómo enseñar a su niño a vestirse y a quitarse la ropa?	( )	( )	( )
10. Cómo ayudar a su niño pensar por su cuenta (escoger lo que él quiere hacer; planear)?	( )	( )	( )
11. Cómo enseñar a su niño el conocimiento del bien y el mal (ser honrado)?	( )	( )	( )
VI. MANTENIENDO A SU FAMILIA SEGURA Y BIEN. ¿Cuánto cree vd. que vd. necesite o quiera aprender más sobre:			
1. Cómo prevenir hacerse daño a su niño (y cómo dar primeros auxillios)?	( )	( )	( )
2. Cómo mantener buena salud a su niño (obtener inyecciones y ver al médico)?	( )	( )	( )

	MUCHO MÁS	UN POCO MÁS	NADA MÁS DE NINGUNA MANERA
3. Cómo reconocer si su niño tiene unos problemas en su desarrollo (por ejemplo, no está aprendiendo; no puede andar bien; no puede ver u óír)?	( )	( )	( )
4. Cómo saber cuando su niño está enfermo (tiene fiebre o dice que le duele)?	( )	( )	( )
5. Cómo escoger cosas que no sean peligrosas para jugar?	( )	( )	( )
6. Cómo saber si su niño está creciendo bien según su edad (tamaño del cuerpo, altura y peso)?	( )	( )	( )

VII. CUIDANDO DE LAS COSAS EN CASA. ¿Cuánto cree vd. que vd. necesite o quiera aprender más:

1. Hacer planes para: cuidar a su niño, arreglar la casa, reservar tiempo para la escuela, el trabajo, los amigos, y para si mismo(a)?	( )	( )	( )
2. Consequir buena ayuda para el cuidado de su niño (durante el día, alguien para cuidar niños, un colegio preescolar)?	( )	( )	( )
3. Saber la manera en que su niño se adapta al ambiente de su hogar?	( )	( )	( )
4. Consequir ayuda para las personas quienes les hacen daño o no les cuidan bien a sus niños?	( )	( )	( )

VIII. VD. MISMO(A) SER UN PADRE O MADRE. ¿Cuánto cree vd. que vd. necesite o quiera aprender más a:

1. Reconocer los sentimientos y hábitos que tiene vd. y cómo éstos ayudan o hacen daño a su método de cuidar a los niños?	( )	( )	( )
2. Reconocer la necesidad de hacer obedecerle a vd. su niño (cómo sus necesidades puedan afectar la manera en que su niño se piensa de sí mismo y el aprendizaje de su niño)?	( )	( )	( )
3. Saber las razoñes porqué no le obedezca a vd. su niño y como tal situación le preocupa a vd. (por ejemplo, saber calmarse a vd.)?	( )	( )	( )
4. Tener confianza de lo que les hace para sus niños es lo mejor para ellos (o cómo se siente vd. sobre lo que Piensan otras personas)?	( )	( )	( )

Favor de hacer lo siguiente: Como antes, lea vd. lo que dice sobre cada cosa de que pueda aprender. Es decir, si le parece que le guste aprender a ser un padre de familia mejor de "leyendo los lobros," entonces vd. quiera contestar MUCHO o UN POCO. Pero si no le gustaría aprender de "leyendo los libros," entonces marque vd. la caja DE NINGÚN MODO. Es posible, por supuesto, que vd. pueda creer que le guste aprender de algunas cosas y no de las otras. Ponga vd. una marca (✓) en la caja debajo de MUCHO, UN POCO o DE NINGÚN MODO para cada pregunta.

	MUCHO	UN POCO	DE NINGÚN MODO
IX. COMO APRENDER A SER BUENOS PADRES DE FAMILIA. ¿Cuánto cree vd. que vd. quiera aprender a ser un buen padre de familia de:			
1. Leer libros?	( )	( )	( )
2. Hablar con padres en grupos?	( )	( )	( )
3. Mirar programas especiales de televisión?	( )	( )	( )

	MUCHO	UN POCO	DE NINGÚN MODO
4. Ver peliculas cerca de su hogar (como eu una escuela)?	( )	( )	( )
5. Tener una persona que le visita en casa y con quien puede hablar cada semana?	( )	( )	( )
6. Ver unas transparencias y escuchar a una persona hablar de ellas?	( )	( )	( )
7. Leer de esto en revistas o en periodicos pequeños (de 4 a 8 páginas)?	( )	( )	( )
8. Escuchar unos programas especiales de radio?	( )	( )	( )
9. Escuchar discos o cintas?	( )	( )	( )
10. Jugar juegos que le enseñan a ser un buen padre de familia?	( )	( )	( )

¿Por la televisión, la radio, o del cine, cuánto cree vd. que vd. quiera aprender de:

1. Un programa cómico (humor, comedia, y chistes)?	( )	( )	( )
2. Un programa en que personalidades bien conocidas y padres conversan?	( )	( )	( )
3. Cuentos (que no sean chistosos) de verdaderas personas?	( )	( )	( )
4. Dramatizaciónes especiales que no sean chistosas?	( )	( )	( )
5. Explicaciónes de un médico u otro experto?	( )	( )	( )
6. Un programa que demuestra la vida familiar de una(s) verdadera(s) familia(s)?	( )	( )	( )

X. OTRAS IDEAS. ¿Qué más cree vd. que vd. necesite o quiera aprender más sobre para que sea un padre de familia mejor? Favor de deletrear las palabras claramente para que podamos leer sus ideas con facilidad.

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APPENDIX VII

Needs Assessment Factors

NEEDS ASSESSMENT FACTORS

	Questionnaire Item #	Factor Loading
I. FAMILY CARE (10 items)		
1. How to know when your child is sick (has a fever or says he hurts some place).	VI-4	.713
2. How to tell if your child is growing right (body size, height, weight).	VI-6	.674
3. How to keep your child well (get shots and have the doctor check your child).	VI-2	.643
4. How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well).	VI-3	.637
5. How to pick things that are safe to play with.	VI-5	.611
6. Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health).	IV-3	.568
7. How to keep your child from getting hurt (and how to give first aid).	VI-1	.554
8. Find and take care of a home for your family (how to shop and pay for housing and furniture).	IV-2	.529
9. Pick things for the child's bed and for him to wear (so that they last and are easy to take care of).	IV-1	.516
10. Getting good help with child care (day care, baby sitter, nursery school).	VII-2	.447
II. CHILD GROWTH AND DEVELOPMENT (6 items)		
1. How the world looks and sounds to your child, and how to help him learn about it.	I-4	.713
2. What your child should be able to learn at his age, so as not to "push" your child too much.	I-2	.666
3. How children grow into special, one-of-a-kind people.	I-3	.659
4. Where you can find out about how children develop.	I-1	.632
5. How your child learns to use his body by playing (runs, jumps).	I-6	.626
6. How your child's personality is formed.	I-5	.599

	Questionnaire Item #	Factor Loading
III. CHILD MANAGEMENT (6 items)		
1. How to place your chairs, tables and other things so that your child will have room to play and learn (and keeping some things out of sight so your child will not want them).	V-7	.656
2. How to teach your child to dress and undress.	V-9	.640
3. How to get your child to go to bed on time (and to rest or take naps).	V-4	.636
4. How to feed your child; teach him to feed himself; and make eating fun for your child.	V-8	.613
5. How to plan your child's use of TV (picking TV programs, not watching too much TV).	V-6	.602
6. How to get your child to change from doing one thing to doing something else.	V-5	.592
IV. PARENT-SELF (6 items)		
1. Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning).	VIII-2	.722
2. Why your child will not mind you and how this bothers you (how to get over being upset)	VIII-3	.681
3. Your own feelings and habits and how these help or hurt your child care (how they affect your child care).	VIII-1	.678
4. How to be sure that you are doing what is best for your child (or your worries about what other people think).	VIII-4	.642
5. How your child deals with the way that your family lives (people in the home, what they do together, how they get along).	VII-3	.508
6. Making good use of your time (plan your time for child care, house work, school or job, time for yourself and your friends).	VII-1	.472
V. TREATING YOUR CHILD LIKE A PERSON (10 items)		
1. Help your child learn to get along with family and friends.	III-6	.739
2. Help your child to behave when he starts to fight.	III-5	.735

	Questionnaire Item #	Factor Loading
3. Talk with your child about his problems and answer his questions.	III-4	.714
4. Help your child see why rules are good.	III-7	.712
5. Show love and care to your child.	III-3	.636
6. Help your child see and accept his or her own feelings.	III-2	.623
7. How to control your child by using reward, praise and correction in a loving way (how to help your child control himself).	V-2	.561
8. How to teach your child to be neat and clean and to show good manners.	V-3	.522
9. How to teach your child to tell right from wrong (to be moral).	V-11	.514
10. Tell what children are doing by watching them.	III-1	.494
VI. BABY CARE (3 items)		
1. How babies learn to talk (what the baby hears; what it learns from what you do and say).	II-2	.819
2. What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby).	II-1	.812
3. Helping the baby feel good (not too warm or cool; enough to eat; food that might upset the baby; giving the baby room to move around).	II-3	.803

APPENDIX VIII

Rank Ordering of Questionnaire Items Within Factors

Rank Ordering of Items Within Factor-Scales

Scale	Rank Score	Rank	Level of Need(%) High	Med.	Low
FAMILY CARE (Q. #)					
How to keep your child from getting hurt (and how to give first aid). (VI-1)	214.7	1	34.7	45.4	19.8
How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well). (VI-3)	194.1	2	26.4	41.3	32.3
How to tell if your child is growing right (body size, height, weight). (VI-6)	174.2	3	16.6	41.0	42.4
Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health). (IV-3)	172.1	4	18.2	35.8	45.9
How to know when your child is sick (has a fever or says he hurts some place). (VI-4)	167.9	5	15.7	36.5	47.8
Find and take care of a home for your family (how to shop and pay for housing and furniture). (IV-2)	167.6	6	16.9	34.0	48.9
Getting good help with child care (day care, baby sitter, nursery school). (VII-2)	159.5	7	15.0	29.6	55.3
Pick things for the child's bed and for him to wear (so that they last and are easy to take care of). (IV-1)	156.7	8	10.5	35.8	53.6
How to keep your child well (get shots and have the doctor check your child). (VI-2)	153.9	9	10.7	32.6	56.6
How to pick things that are safe to play with. (VI-5)	151.6	10	8.9	33.8	57.3

Scale	Rank Score	Rank	Level of Need(%) High	Med.	Low
CHILD GROWTH AND DEVELOPMENT (Q. #)					
How your child's personality is formed. (I-5)	235.1	1	47.7	39.8	12.4
How the world looks and sounds to your child, and how to help him learn about it. (I-4)	233.7	2	45.1	43.7	11.0
What your child should be able to learn at his age, so as not to "push" your child too much. (I-2)	231.0	3	43.7	43.7	12.5
How children grow into special, one-of-a-kind people. (I-3)	224.3	4	40.8	42.8	16.3
Where you can find out about how children develop. (I-1)	195.1	5	22.0	51.1	26.9
How your child learns to use his body by playing (runs, jumps). (I-6)	187.9	6	18.0	52.0	29.9
CHILD MANAGEMENT (Q. #)					
How to get your child to change from doing one thing to doing something else. (V-5)	184.4	1	18.3	47.8	33.9
How to get your child to go to bed on time (and to rest or take naps). (V-4)	172.3	2	18.9	34.6	46.4
How to plan your child's use of TV (picking TV programs, not watching too much TV). (V-6)	169.6	3	14.6	40.5	44.8
How to place your chairs, tables and other things so that your child will have room to play and learn (and keeping some things out of sight so your child will not want them). (V-7)	142.7	4	8.6	25.5	65.9
How to feed your child; teach him to feed himself; and make eating fun for your child. (V-8)	140.3	5	7.6	25.2	67.1
How to teach your child to dress and undress. (V-9)	133.1	6	6.3	20.5	73.2

Scale	Rank Score	Rank	Level of Need(%) High	Med.	Low
PARENT-SELF (Q. #)					
Your own feelings and habits and how these help or hurt your child care (how they affect your child care). (VIII-1)	225.8	1	42.2	41.5	16.2
Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning). (VIII-2)	224.7	2	41.2	42.4	16.3
Why your child will not mind you and how this bothers you (how to get over being upset). (VIII-3)	217.9	3	38.6	40.9	20.3
How to be sure that you are doing what is best for your child (or your worries about what other people think). (VIII-4)	209.9	4	34.2	41.6	24.1
Making good use of your time (plan your time for child care, house work, school or job, time for yourself and your friends). (VII-1)	194.3	5	29.1	36.2	34.6
How your child deals with the way your family lives (people in the home, what they do together, how they get along). (VII-3)	193.7	6	24.5	44.8	30.6
TREATING YOUR CHILD LIKE A PERSON (Q. #)					
Help your child see and accept his or her own feelings. (III-2)	246.1	1	54.6	37.0	8.3
Help your child to behave when he starts to fight. (III-5)	231.0	2	45.6	39.9	14.4
Help your child learn to get along with family and friends. (III-6)	223.9	3	37.5	49.1	13.2
How to control your child by using reward, praise and correction in a loving way (how to help your child control himself). (V-2)	223.2	4	39.2	44.9	15.8

Scale	Rank Score	Rank	Level of Need(%) High	Med.	Low
Help your child see why rules are good. (III-7)	222.4	5	36.8	48.8	14.4
Talk with your child about his problems and answer his questions. (III-4)	214.0	6	48.2	27.8	13.8
Tell what children are doing by watching them. (III-1)	207.5	7	28.7	50.2	21.0
How to teach your child to tell right from wrong (to be moral). (V-11)	206.8	8	31.2	44.6	24.0
Show love and care to your child. (III-3)	197.8	9	27.1	43.7	29.1
How to teach your child to be neat and clean and to show good manners. (V-3)	196.4	10	25.7	45.1	29.1
BABY CARE (Q. #)					
How babies learn to talk (what the baby hears; what it learns from what you do and say). (II-2)	159.7	1	15.1	29.6	55.2
Helping the baby feel good (not too warm or cool; enough to eat; food that might upset the baby; giving the baby room to move around). (II-3)	149.8	2	11.2	27.4	61.4
What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby). (II-1)	140.8	3	9.4	22.1	68.4

APPENDIX IX

Rank Ordering of Questionnaire
Items Measuring Parenting Needs

Rank Ordering of Questionnaire Items

Item (Question #)	Rank Score*	Rank	Level of Need High (%)	Med. (%)	Low (%)
lp your child see and accept his her own feelings. (III-2)	246.1	1	54.6	37.0	8.3
w your child's personality is rmed. (I-5)	235.1	2	47.7	39.8	12.4
Talk with your child about his roblems and answer his questions. III-4)	234.0	3	48.2	37.8	13.8
w the world looks and sounds your child, and how to help him learn about it. (I-4)	233.7	4	45.1	43.7	11.0
hat your child should be able to learn at his age, so as not to "push" your child too much. (I-2)	231.0	5.5	43.7	43.7	12.5
elp your child to behave when he starts to fight. (III-5)	231.0	5.5	45.6	39.9	14.4
hat ways of teaching will work best with your child (the way you each; use of books, TV). (V-1)	226.7	7	39.0	48.8	12.1
Your own feelings and habits and how these help or hurt your child care how they affect your child care). VIII-1)	225.8	8	42.2	41.5	16.2
our need to make your child mind ou (How your own needs can affect how your child feels about himself, and our child's learning). (VIII-2)	224.7	9	41.2	42.4	16.3
How children grow into special, one-of-a-kind people. (I-3)	224.3	10	40.8	42.8	16.3
elp your child learn to get along with family and friends. (III-6)	223.9	11	37.5	49.1	13.2
ow to control your child by using reward, praise and correction in a loving way (how to help your child control himself). (V-2)	223.2	12	39.2	44.9	15.8

Item (Question #)	Rank Score	Rank	Level of Need High (%)	Med. (%)	Low (%)
elp your child see why rules are ood. (III-7)	222.4	13	36.8	48.8	14.4
hy your child will not mind you nd how this bothers you (how to et over being upset). (VIII-3)	217.9	14	38.6	40.9	20.3
ow to keep your child from getting urt (and how to give first aid). VI-1)	214.7	15	34.7	45.4	19.8
inding help for people who don't ake care of their children, or ho hurt their children. (VII-4)	210.7	16	36.1	38.5	25.4
ow to be sure that you are doing hat is best for your child (or our worries about what other eople think). (VIII-4)	209.9	17	34.2	41.6	24.1
ell what children are doing by atching them. (III-1)	207.5	18	28.7	50.2	21.0
ow to teach your child to tell ight from wrong (to be moral).	206.8	19	31.2	44.6	24.0
ow to help your child think for imself (choose what he wants to o; make plans). (V-10)	205.1	20	29.2	46.8	23.9
how love and care to your child. (III-3)	197.8	21	27.1	43.7	29.1
ow to teach your child to be neat nd clean and to show good manners. (V-3)	196.4	22	25.7	45.1	29.1
here you can find out about how children develop. (I-1)	195.1	23	22.0	51.1	26.9
ow to know if something is wrong ith your child (is not learning; cannot walk well; cannot see or hear well). (VI-3)	194.1	24	26.4	41.3	32.3
Making good use of your time (plan your time for child care, house work, school or job, time for yourself and your friends). (VII-1)	194.3	25	29.1	36.2	34.6

Item (Question #)	Rank Score	Rank	Level of Need High(%)	Med.(%)	Low(%)
[H]ow your child deals with the way [t]hat your family lives (people in [t]he home, what they do together, [h]ow they get along). (VII-3)	193.7	26	24.5	44.8	30.6
How your child learns to use his [b]ody by playing (runs, jumps). [(]I-6)	187.9	27	18.0	52.0	29.9
How to get your child to change from [d]oing one thing to doing something [e]lse. (V-5)	184.4	28	18.3	47.8	33.9
[H]ow to tell if your child is grow-[i]ng right (body size, height, weight). (VI-6)	174.2	29	16.6	41.0	42.4
[H]ow to get your child to go to bed on time (and to rest or take [n]aps). (V-4)	172.3	30	18.9	34.6	46.4
Pick the right foods and take care [o]f them so they will not spoil [(]fix meals that are good for your [f]amily's health). (IV-3)	172.1	31	18.2	35.8	45.9
[H]ow to plan your child's use of TV [(]picking TV programs, not watching too much TV). (V-6)	169.6	32	14.6	40.5	44.8
[H]ow to know when your child is sick [(]has a fever or says he hurts some [p]lace). (VI-4)	167.9	33	15.7	36.5	47.8
Find and take care of a home for your family (how to shop and pay [f]or housing and furniture). [(]IV-2)	167.6	34	16.9	34.0	48.9
[H]ow babies learn to talk (what the [b]aby hears; what it learns from what you do and say). (II-2)	159.7	35	15.1	29.6	55.2
[G]etting good help with child care [(]day care, baby sitter, nursery [s]chool). (VII-2)	159.5	36	15.0	29.6	55.3

Item (Question #)	Rank Score	Rank	Level of Need High(%)	Med.(%)	Low(%)
Pick things for the child's bed and for him to wear (so that they last and are easy to take care of). (IV-1)	156.7	37	10.5	35.8	53.6
How to keep your child well (get shots and have the doctor check your child). (VI-2)	153.9	38	10.7	32.6	56.6
How to pick things that are safe to play with. (VI-5)	151.6	39	8.9	33.8	57.3
Helping the baby feel good (not too warm or cool; food that might upset the baby; giving the baby room to move around). (II-3)	149.8	40	11.2	27.4	61.4
How to place your chairs, tables and other things so that your child will have room to play and learn (and keeping some things out of sight so your child will not want them). (V-7)	142.7	41	8.6	25.5	65.9
How to feed your child, teach him to feed himself; and make eating fun for your child. (V-8)	140.3	42	7.6	25.2	67.1
What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby). (II-1)	140.8	43	9.4	22.1	68.4
How to teach your child to dress and undress. (V-9)	133.1	44	6.3	20.5	73.2